REPORT RESUMES

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AN EXPLORATORY EDUCATIONAL SURVEY OF THE PANCHAYATI RAJ (DEVELOPMENT) OFFICERS IN THE STATE OF RAJASTHAN.

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THIS REPORT SUMMARIZES QUESTIONNAIRE DATA ON PERSONAL CHARACTERISTICS (AGE RANGE AND MARITAL AND FAMILY STATUS), SERVICE AND TRAINING (INCLUDING EDUCATIONAL ASPIRATIONS), LIVING AND WORKING CONDITIONS, AND SUGGESTIONS FOR IMPROVING CONTINUING EDUCATION, REPORTED BY 65 PANCHAYATI RAJ (BLOCK DEVELOPMENT) OFFICERS, 55 COOPERATIVE EXTENSION OFFICERS, 102 EDUCATION OFFICERS, 62 AGRICULTURAL EXTENSION AGENTS, WITH OPINIONS ON PANCHAYATI RAJ FROM SEVEN OF THE 26 STATES OF RAJASTHAN DISTRICT COLLECTORS. THE FINDINGS INDICATE A NEED TO PROVIDE MORE EFFECTIVE LEARNING SITUATIONS FOR EXTENSION PERSONNEL, COLLECT AND ANALYZE SOCIOECONOMIC DATA ON PARTICIPANTS, IMPROVE LIVING CONDITIONS OF EXTENSION OFFICERS, AND BROADEN THE CURRICULUM BEYOND IMMEDIATE VOCATIONAL NEEDS. THE DOCUMENT INCLUDES 59 TABLES OF STATISTICS. (LY)

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AN EXPLORATORY EDUCATIONAL SURVEY

OF THE

PANCHAYATI RAJ (DEVELOPMENT) OFFICERS IN THE STATE OF RAJASTHAN

JULY, 1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF RAJASTHAN
JAIPUR

AC 000279

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One of the aims of the rapidly expanding Department of Adult Education, University of Rajasthan, is to broaden its working front with personnel in Rajasthan who are doing, or who are responsible for, extension work. In addition to teaching its own subject matter, one additional function of the Department is to plan, organize, conduct and evaluate educational programmes, particularly those for adults. It was mainly with a view to obtaining ideas for programming that the present study was conducted.

In July, 1965, the Department mailed out questionaires to all of the extension officers, block development officers and collectors in the State. The table below shows the number of questionaires sent out and those which were returned.

	Officer	Number of Questionaires sent	Number of Questionaires recd.	Percentage of questionaires recd.
1.	B.D.O.	232	65	28.0%
2.	C.E.O.	232	55	23.7%
3.	E.E.O.	232	102	44.0%
4.	A.E.O.	232	62	26.3%
5.	Collector	26	7	26.9%

The following sections are a summary of the responses which were given on the questionaires. The summary is meant to meet the following objectives:

1) To give a general overview of the combined personal history of the officers; at least that history which is most related to life's roles and ones motivation to learn;

2) To identify the educational level as well as the educational aspirations of the officers;

3) To identify those educationally related areas in which the Department, combined with the resources of the University, might work in meeting the educational needs of the officers.

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PART I : THE BLOCK DEVELOPMENT OFFICER (B.D.O.)*

1. GENERAL INFORMATION

Of the 232 Block Development Officers who presumably received the questionaire, 65(28%) completed questionaires were returned to the University.

Half of the Block Development Officers were under 36 years of age, with the greatest age frequency being 31 years. The range of age went from 27 years to 54 years. With few exceptions, the B.D.O is a married man with an average family size of 3.5 children. Of these children, fifty percent of them were 11 years of age or less.

The officers who took part in the Survey had diverse educational backgrounds. The highest degree received and the frequency of responses is listed below:

Table - B.D.O. - 1

Educational Background of the B.D.O.

H.D.R.+	Frequency	%	H.D.R.	Frequency	%
B.A.	17	26.1	M.A.	20	30.8
B.A.,LL.B.	11	17.0	M.A.,LL.B	4	6.2
B. Com.	4	6.2	M.Sc.	2	3.1
Non-Graduate	3	4.6	M.Com.	1	1.5
B.Sc.	1	1.5	LL.M.	1	1.5
B.A.(Sahityaratan)	1	1.5	TOTAL -	65	100.0

+ Highest Degree Received (H.D.R.)

Twentyeight of the 65 respondents or 43% had a Master's degree. Slightly more than 4% of all the B.D.Os had degrees in Science. Subject matter specialities include the following:

Table - B.D.O. - 2

Subject-matter Speciality of the B. D. Os

Subject Matter	Frequency**	%	Subject Matter	Frequency	%
Economics	22	20.9	Mathematics	5	4.7
English	19	17.9	Science	3	2.8
History	12	11.4	Sociology	2	1.9
Political Science	10	9.5	Agriculture	1	.9
Law	8	7.5	Geography	1	.9
Hindi	8	7.5	Sanskrit	1	.9
Commerce	7	6.6	Urdu	1	.9
Philosophy	6	5.7	TOTAL -	106	100.0

** Some of the officers named more than one subject-matter major, hence the number of responses is larger than the actual number of respondents. The % column therefore represents the % of the total responses and not of the total number of respondents.

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*This section on the B.D.Os has also been published in the Political Science Review, March 1966, University of Rajasthan, Jaipur.

The year in which the degrees were received ranged from 1934 to 1962 with 50% of the respondents receiving their degrees prior to 1954. It was 1958 in which the largest number of degrees were received, totalling seven persons. As can be seen from the table below, forty-three of the 65 B.D.Cs had attended the University of Rajasthan or its affiliated colleges.

Table - B.D.O. - 3

Institutions of Higher Education Attended by the B.D.O.

Place	Institution	Frequency	%	
Rajasthan				66.1
1. Jaipur:	Maharaja's College	6		
	University of Rajasthan	15	32.4*	
2. Jodhpur:	Shri Maharaj Kumar College	2		
	Jaswant College	8	15.4*	
3. Udaipur:	Maharana Bhopal College	4	6.2*	
4. Ajmer:	Dayanand College	1		
	Government College	2		
	Rajputana Board	1	6.2*	
5. Bikaner:	Dungar College	3	4.6	
6. Jobner:	S.K.N. Government Agriculture College	1	1.5	
Out of State				23.1
7. Delhi:	Delhi University	2	3.1	
8. Punjab:	University	3	4.6	
9. Agra:	University	5	7.7	
10. Calcutta:	University	1	1.5	
11. Nagpur:	University	1	1.5	
12. Banaras:	Hindu University	1	1.5	
13. Indore:	Christian College	1	1.5	
14. Lucknow:	University	1	1.5	
Other				
15. Private		5	7.7	7.7
16. No Response		2	3.1	3.1
	TOTAL -	65	100.0	100.0

*Shows the total percentage who received degrees from the particular city.

2. INFORMATION RELATING TO THE OFFICER'S SERVICE & TRAINING

The total number of years which the officers had been occupying the post of B.D.O. ranged from less than one year to 11 years. Almost half of them had been a B.D.O. for just under three years.

Table - B.D.O. 4

Number of Years the B.D.O.s have been in service.

No. of years	Frequency	%	No. of years	Frequency	%
Less than 1 year	4	6.3	6	3	4.6
1	11	16.9	7	3	4.6
2	13	20.0	8	3	4.6
3	10	15.3	9	2	3.1
4	8	12.3	10	2	3.1
5	5	7.7	11	1	1.5
			TOTAL -	65	100.0

The number of blocks in which the officers had worked varied greatly with 24 of them having worked in one block only; 27 having worked in two blocks; 9 of them in three blocks; 4 in four blocks; and one of them had worked in five blocks.

When one looks at the average number of years a B.D.O. served in one block, 50% of them serve 1½ years or less and 78% serve for two years or less.

When asked what department or office of the Government the officer was attached to before becoming a B.D.O., the following answers were given:

Table - B.D.O. - 5

The Department or Office the B.D.O. was Attached to Prior to Becoming a B.D.O.

Name of the Department	Frequency	%
1. Revenue Department	22	33.9
2. Asstt. Collector & Magistrate	17	26.4
3. Sub Divisional Officer & Sub Divisional Magistrate	6	9.2
4. Social Education Extension Officer, Development Department.	6	9.2

5.	Education Department	3	4.6
6.	Rajasthan Electricity Board	2	3.1
7.	Agriculture Extension Officer	1	1.5
8.	Village Level Workers Extension Training, Kota	1	1.5
9.	Indian Meterological Department	1	1.5
10.	Cooperative Department	1	1.5
11.	Block Development Upper Division Clerk	1	1.5
12.	Judicial Department - High Court of Rajasthan	1	1.5
13.	Not Applicable	3	4.6
	Total -	65	100.0

The officers were asked what their first reaction was when they received word that they were to be posted as a Block Development Officer. Thirty-one of the respondents (47.7%) said that they took the posting order in good spirit; they expressed feelings of enthusiasm, and to varying degrees were glad of the opportunity to show initiative and to serve. A good number of them welcomed the posting since it meant a promotion.

Eight of the respondents, (12.3%) expressed out-and-out dissatisfaction with the posting. Some looked upon it as an inevitable, somewhat distasteful step which one had to take on the way up the administrative ladder. One officer, upon hearing of his posting, looked upon it as a forced excile move for an indefinite period. About one-eighth of the respondents said that they had either no feelings or mixed feelings. Many more than this number of persons did express some uncertainty and doubt since the role of the B.D.O. was viewwd as a difficult and trying one.

When asked how they felt about their first reactions after having worked as a B.D.O., 30% of them reacted with feelings ranging from the very negative to feelings of discouragement, disappointment, and unpleasantness. Reactions included such remarks as: "A B.D.O!s post appears to me like a car with all brakes and no motor"; "I feel dejected and humiliated"; "My job is a wastage of public money."

Nearly 30% of the respondents felt about the same towards their posting, both before and during their assignment. Similarly, about 35% of the B.D.Os had good feelings even after they had served as a B.D.O. Of these, many were still filled with enthusiasm, satisfaction and an ideal to serve. Many of these particularly appreciated the experience they were receiving.

The respondents were asked whether they agreed with the present policy of replacing and reassigning B.D.O.s every three or four years. Sixty-four percent of them said "Yes". On the other hand, assuming that salary and special increments continued to increase proportionately to years of service, the officers were asked whether they thought that the position of B.D.O. should become a long term professional position in which the B.D.O. becomes highly specialized in his field. An over-whelming majority of them replied in the affirmative. It is not surprising, following from the previous response, that 71% of the officers favoured the creation of a separate cadre for the post of Block Development Officer.

Assuming (1) that salary and increments continued to increase proportionately; (2) that they were given periodic specialized training; (3) that a request from them for a change of geographical area would seriously be considered, the B.D.O's were asked whether they would like to remain as a B.D.O. for 10 or more years. Fifty-four percent of them said "NO". Of this number, many reasons were given for not wanting to remain as a B.D.O. for such a long time. Sometimes more than one reason came from the same respondent. As large a percent as 25 stated that their main reason for not wanting to remain in the position of a B.D.O. was because of "interference, adverse attitudes and suspicion of the non-officials". Five replies voiced: "fear of loosing my initiative for work","a fear of degenerating as a person", "a feeling of stagnation". A similar number of responses complained of the unfortunate position of "having responsibility and yet no authority or control, including control over ones own staff".

Other reasons for not wanting to remain as a B.D.O. were:

> "The post of a B.D.O. is looked down upon even by the sponsors of Democratic Decentralization". (2 responses)
> "The job is monotonous".(4 responses)
> "I want further experiences".(3 responses)

Replies that were expressed once only were: "The job produces continuous tension"; "No man can serve two masters, that is, officials as well as non-officials"; "I find the job humiliating"; "There are no facilities such as books, and clubs"; "The collectors have no faith inPanchayat Raj and they take delight in harrassing and humiliating the B.D.O.";

"I can be of better service elsewhere"; "There are no education facilities for my children"; "There are no medical facilities".

The questionaire next asked the officers how long they would like to remain in their present position. As shown below, over half of them said six years or less.

Table - B.D.O. - 6

The number of years the B.D.O. Would Like to Remain in his Present Position.

No.of years	Frequency	%	No. of years	Frequency	%
1	2	3.1	6	2	3.1
2	6	9.2	7	1	1.5
3	8	12.3	10	8	12.3
4	2	3.1	12	2	3.1
5	7	10.8	15	1	1.5
			Till retirement	11	16.9
			Other	15	23.1
			TOTAL -	65	100.0

3. LIVING AND WORKING CONDITIONS

Fifty-six percent of the officers expressed dissatisfaction with their present living conditions. They suggested that these conditions could be improved by supplying the following facilities:

Table - B.D.O. - 7

Suggestions for the Improvement of Living Conditions

Item	Responses	%
1) Improved Housing Facilities	17	31.5
2) Education of ones children	16	29.6
3) Allowance (living, education of children, entertainment)	8	14.8
4) Free furnished bungalow	6	11.1
5) Medical facilities	4	7.4
6) Electricity	3	5.6
TOTAL -	54	100.0

Suggestions for improvement that were mentioned once only included topics such as: foodstuffs, telephone, drinking water, roads, and recreation facilities. One general comment which seemed to sum up the thoughts of many of the respondents was:

> "The posting of a B.D.O. should take many factors into account including the educational facilities for ones children. The service may be declared as "hard service" and retirement should take place at the age of 50 instead of 58 as the job really puts one's nurves under heavy strain. Moreover, a B.D.O. should be entitled to add to his academic qualification privately in the subject of community development or sociology."

When asked: "If these conditions were improved, would you consider remaining a B.D.O. for 10 or more years ? " almost 60% of them said "Yes".

Slightly over 70% of the officers said that they were dissatisfied with the present working conditions. Again, when asked if they would consider working as a B.D.O. for 10 or more years providing that the working conditions were improved, 38 of the 56 replies or 68% gave a positive reply.

For those who felt that working conditions were unsatisfactory, the following suggestions were made:

Table - B.D.O. - 8

Suggestions for the Improvement of Working Conditions

Response	Frequency	%
1. The B.D.O. should be given more power and control:(including control over his subordinate staff, especially over the Extension Officers, power to punish and reward)	21	43.7
2. There should be less local interference: (official vs. non-official)	9	18.7
3. Staff assistance should be given:		
a) a deputy assistant	6	12.5
b) accountant	5	10.4
c) competent and experienced staff	3	6.3
d) stenographer	2	4.2
4. A Job Description and Code of Conduct should be made clear: (outlining the responsibilities and power of Pradhans, Vikas Adhikari and Extension Officers)	2	4.2
TOTAL -	48	100.0

A "five day working week" and "less paper work to do" were also mentioned. Some additional comments which seemed to be pertinent were:

> "Budgeting and accounting procedures should be simplified".
>
> "Powers of appointment and disciplinary action in respect of ministerial and teaching staff must be vested in the B.D.O."
>
> "The dual authority over the extension staff is a great weakness to the system."
>
> "The Pradhan's importance should be reduced. He over-powers the standing committee."
>
> "There must be a removal of dual control over the Extension Officers".
>
> "Perhaps nothing can be done to improve the climate of work. That is the main drag".
>
> "Extension officers should not be fresh graduates".
>
> "In his control over the Panchayat Samiti, appeal against the B.D.O.s order should lie to the Collector and not to the standing committee of the Panchayat Samiti. He should also have full powers for transfers over the subordinate staff within his jurisdiction".

4. INFORMATION RELATING TO CONTINUING EDUCATION

The respondents were asked: "Do you think that you could do a better job as a B.D.O. if you had a different subject-matter background?" Sixty-four percent said "NO"; 32% said "Yes"; while 4% felt that a special subject-matter background of the B.D.O. had little relevance. Of those that said "NO", a variety of answers were given for their reply. The most common one was that the job of a B.D.O. was mainly an administrative one and that the successful performance of it depended more on the personality of the officer rather than on any particular subject-matter background: "The job is one for a generalist a and not for a specialist".

Of the 32% who felt that they could do a better job as a B.D.O. if they had had a different subject-matter background, the subjects suggested by them are listed in Table B.D.O. - 9.

Table - B.D.O. - 9

The Type of Subject-matter Background that would Help the B.D.O. Do a Better Job.

Subject matter	Frequency	%
1. Extension Methods (Practical)	9	23.7
2. Agriculture	9	23.7
3. Sociology (Rural Socio)	5	13.2
4. Animal Husbandry	4	10.5
5. Social Psychology	4	10.5
6. Political Science	2	5.3
7. Accounting	2	5.3
8. Public Administration	1	2.6
9. Anthropology	1	2.6
10. Economics	1	2.6
TOTAL -	38	100.0

One of the questions on the questionaire pointed out that each training course faces the problems of time and personnel. For these reasons, the course may hot be able to cover as much as would be desired. Each B.D.O. respondent was asked to name the subject or topics which they would like to see covered for the first time or to greater depth in a training course such that their performance as a B.D.O. would be improved. Five persons, or 7.7% now holding the post of B.D.O., said that they had never received any training as a B.D.O. The remaining respondentslisted the following course topics as those which they would like to see covered in a training programme.

Table - B.D.O. - 10

Topics which the B.D.O. Would Like to See Covered in a Training Programme.

Course Topic	Responses	%
1. Accounting and budget preparation	13	14.6
2. Agriculture	13	14.5
3. Study and interpretation of office and administrative rules and principles (also, State and Regional schemes and plans; discussion of the Panchayat Samiti Act)	12	13.4
4. Practical and Developmental Work and Field Problems	12	13.4

(contd...)

5.	Extension Methods (Philosophy of Community Development	11	12.4
6.	Psychology (Human; Rural; Social; dealing with elected representatives)	9	10.3
7.	Animal Husbandry	4	4.5
8.	Sociology	3	3.4
9.	Planning	3	3.4
10.	Principles of Conducting Socio-economic surveys	2	2.3
11.	Industrial development (rural)	2	2.3
12.	Health and Sanitation	1	1.1
13.	Cooperation	1	1.1
14.	Public Administration	1	1.1
15.	Applied Anthropology	1	1.1
16.	Practical Engineering	1	1.1
	TOTAL -	89	100.0

Other comments include:

"Training depends upon good staff. Practical training should be given in different states and the theoretical portion of training should be less. Visits to important places of Development activities should be accentuated."

"Upon taking up his post as a B.D.O. the officer should be attached to a university" (for guidance, consultation, resource and materials, and further study).

"One officer, presumably posted somewhere in West Rajasthan, remarked: "I could be doing a better job as a B.D.O. if the training course had included the care, riding and appreciation of camels".

Over 92% of the officers said that they would be willing to attend a special course for extension workers if one were offered by the University of Rajasthan.

The B.D.Os. were asked: In what three ways can a fully equipped university help you with your continuing education? The following suggestions were given:

Table - B.D.O. - 11

Ways in which the B.D.O.s felt a University could help them with their Continuing Education

	Responses	Frequency & %
1.	By arranging education programmes for us (seminars, camps, special projects, short courses, group discussions)	21
2.	By disseminating and publishing information (extension and research news, experience of others)	18
3.	By helping us solve our problems (keeping in contact with us; writing to us; sending advisers to the Blocks; giving us guidance; offering programme suggestions	16
4.	By offering us practical and/or extension training (discussion of field problems, study tours, etc.)	13
5.	By offering us library services	7
6.	By offering us academic training and research facilities (mainly toward a degree)	7
7.	By sending University students during the vacation period to serve the villagers	3
8.	By supplying us with audio-visual aids	3
9.	By conducting an extension survey in the Blocks to establish a baseline (presumably for offering suggestions for improvement and further research)	2
10.	By offering us correspondence courses (leading to an M.A., LL.B.)	2
11.	By acting as a catalytic agent, i.e. putting us in contact with other field workers so that we can learn from others.	1
12.	By helping to train my staff	1
13.	By allowing us to appear privately in exams	1
14.	By reserving some seats at the University for those officers who are on study leave	1
15.	By conducting orientation courses for non-officials	1

(contd.)

16. By providing us with (neo) adult literature	1
17. By instructing us on how to conduct a survey	1
18. By doing evaluation studies for the Government	1
TOTAL -	100

A comment relating to increasing the quality of teaching, from the practical point of view, was "that exeprienced B.D.O.s should be kept on as teachers in the training institutions."

Some comments were less constructive or optismistic. for example: "It is not the University which can change the set-up which is defective. Hence all training is useless". Two persons stated that they did not want any further education now.

The officers were asked whether they would be interested in receiving a newsletter for extension workers put out by the University of Rajasthan, in cooperation with other institutions. Sixty-three of the sixty-five respondents (96.9%) replied in the affirmative. For those who reacted favourably to the idea of a newsletter, the topics that were considered suitable for such a newsletter are summarized in the following table.

Table - B.D.O. - 12

Topics which the B.D.Os. Considered to be Suitable for a Newsletter.

Responses	Frequency	%
1. Agriculture and production (research findings, problems, experience abroad, charts, guide books.)	20	18.4
2. Extension services (present situation, field problems, experiences, research, emphasis on the practical aspect, philosophy of extension inrelation to Panchayati Raj)	19	17.5
3. Development schemes (village plans, how community development is affected by Panchayati Raj, Social conditions and traditions, improving conditions, successes and failures of others)	11	10.1
4. The Panchayati Raj (success and failures, Sadiq Ali Report, administrative coordination, leadership)	10	9.2

(contd.)

5.	Extension education methods	8	7.4
6.	Feature articles (pioneering and progressive farmers, extension workers)	7	6.4
7.	Psychology (human relations, motivating others to work)	6	5.5
8.	The Panchayat (problems of villages, suggesting changes.)	5	4.6
9.	Animal husbandry (research findings)	5	4.6
10.	Sociology (role of the social worker, rural sociology)	4	3.7
11.	Evaluation and suggestions (of department schemes, of blocks, emphasis on the practical)	3	2.7
12.	Programmes for women and children (in relation to production)	2	1.8
13.	Drama and culture (songs, poems, one-act plays depicting development activities)	2	1.8
14.	Family planning	1	0.9
15.	Plant protection measures	1	0.9
16.	Poultry	1	0.9
17.	Cottage Industries	1	0.9
18.	Letters to the editor (questions and answers)	1	0.9
19.	Topics on present-day national and international affairs	1	0.9
20.	Cooperatives	1	0.9
	TOTAL	- 109	100.0

Some respondents also added:

"Give us suggestions for the reformation of the present set-up of the Panchayati Raj".

"Tell us how we can improve the falling standards of Extension agencies".

"The newsletter should be in Hindi".

Additional comments included:

"The weakest link in the Panchayati Raj is the Panchayat".

"Development and politics cannot go together".

"The extension officer is a curse to Development".

"At it is, there is not much of extension left in the methods of work of the Panchayat Samities."

END OF PART I

PART II : THE COOPERATIVE EXTENSION OFFICER* (C.E.O.)

1. GENERAL INFORMATION

Of the 232 cooperative extension officers who presumably received the questionaire, fifty-five (23.7%) responded. Ages of the officers ranged from 21 years to 58 years with 50% of them being 29 years or less. Nearly 95% of the officers were married. The family size ranged from "no children" (7 responses) to eight children but the average size was nearer two children, the average age of the eldest child being just over seven years.

The educational breakdown of the officers is as follows:

Table - C.E.O. - 1

Educational Background of the C.E.O.s

Highest Degree Received	Frequency	%	Highest Degree Received	Frequency	%
Matric	14	25.5	M.A.	1	1.8
Higher Secondary	1	1.8	Sahityaratna	1	1.8
Intermediate	9	16.4	Visharad - Agriculture	1	1.8
B.A.	11	20.0	Fellow of Commercial Institute (London)	1	1.8
B.Com.	7	12.8	Diploma in Cooperation	1	1.8
B.Sc.	2	3.6	Diploma in Rural Services	5	9.1
LL.B.	1	1.8	TOTAL -	55	100.0

The above mentioned formal studies included the following subject matter specialities:

Table - C.E.O.-2

Subject-matter Specialities of the C.E.O.s

Subject	Frequency	%	Subject	Frequency	%
Economics	13	17.3	History	9	12.0
Political Science	10	13.3	Commerce	7	9.4
Hindi	9	12.0			

(cont.)

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* This section has also been reported in the Proceedings of the Seminar on Cooperation and Planning, January 27 to February 5, 1966, sponsored by the Department of Adult Education, University of Rajasthan.

Subject	f.	%	Subject	f.	%
English	5	6.7	Agriculture	2	2.7
Cooperation	4	5.3	Geography	2	2.7
Science	4	5.3	Civics	1	1.3
Sociology	3	4.0	Organization	1	1.3
Sanskrit	2	2.7	Philosophy	1	1.3
Mathematics	2	2.7	TOTAL -	75*	100.0

* Some of the respondents listed more than one subject-matter speciality, hence the total number of responses will be greater than the actual number of respondents.

Although two persons had completed their formal education as far back as 1938, and one of the extension officers completed his in 1965, the largest number of the officers received their diplomas and/or degrees in 1957.

Forty-one of the 55 respondents (74.6%) had received their education from the University of Rajasthan or affiliated colleges; 6 (10.9%) of them were educated in private institutions within Rajasthan; and 8 were educated outside of Rajasthan (14.5%). In all, the graduates are alumni from 18 different institutions.

2. INFORMATION RELATING TO THE EXTENSION OFFICERS' SERVICE AND TRAINING

The total number of years that the respondents had been an extension officer ranged from less than a year (3 persons) to thirteen years service (one person only). Fifty percent of the officers had been in service as extension officers for five years or less, the actual breakdown is given below:

Table - C.E.O. - 3

Number of Years of Service of the C.E.O.s

No. of years	Frequency	%	No. of Years	Frequency	%
Less than 1 yr.	3	5.5	6 years	9	16.3
1 year	3	5.5	7 years	4	7.3
2 years	5	9.1	8 years	7	12.7
3 years	3	5.5	9 years	1	1.8
4 years	4	7.3	10 years	1	1.8
5 years	14	25.4	13 years	1	1.8
			TOTAL -	55	100.0

Each of the officers had worked in an average of two different blocks. Twelve persons had worked in one block only (21.8%); 16 of them in two blocks (29.1%); 10 in three blocks (18.2%); 11 of them in four blocks(20.0%); 4 in five blocks (7.3%) and one each in six and seven blocks.

Each of the Cooperative Extension Officers were asked to name the institution (since completing their formal education) from which they had received training which was related in any way to their extension work. The institutions listed were:

Table - C.E.O. - 4

Institutions which offered In-service Training to C.E.O

	Name of Institution	No. of responses	%
1. AHMEDABAD	1) Small Industrial Service Institute	1	1.4
2. AJMER	2) Panchayat Samiti Adhyan Kendra	1	1.4
3. DELHI	3) Project Evaluation Organization Training Centre	1	1.4
	4) Small Industrial Service Institute	3	4.0
4. JAIPUR	5) Cooperative Training School	6	8.1
	6) Training School-Patwari	1	1.4
	7) Assistant Inspectors Cooperative Training Centre	1	1.4
5. JODHPUR	8) Cooperative Training School	8	10.8
6. JUNAGARH	9) Orientation Training Centre	4	5.4
7. KOTA	10) Block Level Cooperative Officers Training Centre	29	39.1
	11) Cooperative TrainingCentre	3	4.0
8. LUCKNOW	12) Handicraft Training Centre	1	1.4
9. MADRAS	13) Cooperative Training Centre	2	2.7
10.MEERUT	14) Cooperative Training Centre	3	4.0
11.NILOKHERI	15) Khadi Gramodyog Vidyalaya	4	5.4
12.SAWAI-MADHOPUR	16) Group Level Workers Centre	2	2.7
13.UDAIPUR	17) Tribal Orientation Training Centre	1	1.4
	18) Vidhya Bhawan Rural Institute	3	4.0
	TOTAL -	74*	100.0

Two officers said that they had received no training at all.

* Some of the officers noted an attendance at more than one institution and hence the total number of responses is greater than the number of respondents.

When the extension officers were asked whether they would like to remain an extension officer for ten or more years, 56% of them said "Yes". Of those persons who answered 'No' to the question, the reasons they gave were as follows:

Table - C.E.O. - 5

Reasons given by the C.E.O.sfor Not Wanting to Remain C.E.Os. for 10 or more years.

	Remarks	No. of responses	%
1.	Would rather be promoted	11	27.5
2.	Poor facilities and strain of touring	7	17.5
3.	Pay rate is poor	4	10.0
4.	Lack of educational facilities for my children	3	7.5
5.	Poor living conditions	3	7.5
6.	The work deteriorates ones health	3	7.5
7.	Poor working conditions	1	2.5
8.	Not being able to work independently	1	2.5
9.	Interference of public leaders	1	2.5
10.	Not a suitable job for one with a big family	1	2.5
11.	The job is not understood either by officials or by non-officials	1	2.5
12.	I want to change my occupation	1	2.5
13.	Lack of family and social life	1	2.5
14.	Lack of facilities for education	1	2.5
15.	Lack of medical facilities	1	2.5
	TOTAL -	40	100.0

One officer remarked: "Sometimes political leaders use undue influence and try to get irregularities done. If the extension officer is weak, irregularities are likely to be made".

Fifty percent of the officers said that they would like to remain an extension officer in their present block for two years. Few of them said that they would like to remain longer than five years. Some of te them expressed anxiety to leave their present block. Other replies included: "till transfer order comes", "till promotion dues are paid", "till retirement". When asked how long they would like to remain an extension officer regardless of what block they served in, half of them mentioned five years or less with 8 of them actually specifying 5 years(14.5%); 13 specifying ten years(23.6%); 4 of them "until retirement"(7.3%).

3. LIVING AND WORKING CONDITIONS

As indicated in Table C.E.O. 5, one reason for dissatisfaction with being a cooperative extension officer was that the living conditions were poor. When asked whether they were satisfied with their present living conditions, 60% of the officers said "No". Of the total number of respondents, 16 of them or 28% said "There should be an improvement of living facilities". The second highest difficulty met by them was "The lack of educational facilities for my children". Suggestions were made that: seats should be reserved for children of extension personnel in institutions of higher learning; there should be free education; and that science education should be taught in the secondary schools. Five persons complained that no medical facilities were present in their locality. The lack of light and water and also the lack of provisions for loans, especially for higher education of ones children and for marriages, were also given as reasons for discontent. Seventy-six percent of the respondents said that if the living conditions were improved, they would consider remaining as extension officers for 10 or more years.

Dissatisfaction with living conditions paralled the dissatisfaction with working conditions. Fifty-five percent of the officers expressed a need for the improvement of the present working conditions. Seventy-five percent of the officers said that if these conditions were improved, they would consider remaining as extension officers for 10 or more years.

Some suggestions for the improvement of these conditions include:

Table - C.E.O. - 6

Suggestions made by the C.E.O.s for the Improvement of Writing Conditions

Remark:	No. of Responses	%
1. A peon is badly needed.	18	18.5
2. The pay should be better.	17	17.5
3. Conveyance is a necessity (four persons mentioned motor cycles).	16	16.5
4. Field administrative staff should be provided.	11	11.3
5. Allowances should be given (living, hard duty, daily).	7	7.2

6.	There should be less interference from village leaders and officials.	5	5.2
7.	There should be better chances of promotions.	5	5.2
8.	The geographical area for work should be smaller.	4	4.2
9.	Power should be given in order to recover loans.	3	3.1
10.	I would like to see better halting facilities provided ("One should not be compelled to make night halts.")	3	3.1
11.	Provide courses in extension work	2	2.1
12.	We should have the full support of officers.	2	2.1
13.	The need for independent work.	1	1.0
14.	Tour days should be limited.	1	1.0
15.	A suitable office should be given.	1	1.0
16.	Training should be provided for managers in cooperative societies.	1	1.0
	TOTAL -	97	100.0

More is expressed in some of the following remarks:

> "One extension officer cannot look after all the activities of 76 cooperative societies without having clerks and responsible assistant inspectors".
>
> "So far as the cooperative sector is concerned, neither the assistant inspector nor the village level worker are taking due interest because they are now working as secretaries of Gram Panchayats".
>
> "Public representatives must be charged with a responsibility of completing certain targets within their tenure of office with our technical advice".
>
> "The coordination between the district level officer and the field staff should be improved".
>
> "The methods of loan distribution to members should be improved".
>
> "A peon should be supplied to call members, who live at distant places, so that we can meet and talk with them; to find out their difficulties; to detect the embezzelment cases".
>
> "Prompt attention should be given by the departmental headquarters to the difficulties of the field staff. A better cadre of service should be assured and regular promotions should be given".

> "The cooperative movement is failing because there is no means to call the defaulters in villages properly and in time".
>
> "Special allowances should be given to the extension officers who work in the backward areas so that they may discharge their duties enthusiastically, honestly and sincerely".

The cooperative extension officers were asked to name the increments, priveleges, etc. that they would want before they would consider remaining as an extension officer for at least 10 years, always assuming that the choice was theirs. In essence, the comments refer to the improvement of living and working conditions. The comments include:

Table - C.E.O. - 7

The Increments and Privileges the C.E.O.s would expect if they were going to remain as C.E.O.s for 10 or more years.

	Remark	No. of Responses	%
1.	Pay and increment increase (Rs. 175/- to 485/-)	29	43.3
2.	Housing (free)	10	14.9
3.	Providing a vehicle and touring facilities	9	13.4
4.	Providing a peon	7	10.4
5.	Better chances of promotion	4	6.0
6.	Education facilities for the children (free)	4	6.0
7.	Providing medical facilities	2	3.0
8.	Smaller touring area	1	1.5
9.	Better coordination and organization	1	1.5
	TOTAL -	67	100.0

One of the respondents said that he was fully satisfied with his present conditions. Further remarks were:

> "Like the revenue officers, some powers should be given to the extension officers".
>
> "The pay scales of the extension officers should be the same. The animal husbandry extension officer is in the grade of up to Rs. 800/- whereas the cooperative extension officer is in the grade of Rs. 250/-. Why is there this difference? All of the extension officers are 'technical' experts".

> "Pay scales of all the extension officers should be one. Some special grade increments should be allowed to the extension officers who have served as officers for two or more years. A special allowance should be given to those extension officers who work in backward areas. An extension officer should be allowed to see what work is being done in other provinces also. An extension officer should also be kept in his home district so that through his local dialect he can work efficiently".

4. INFORMATION RELATING TO CONTINUING EDUCATION

The questionaire pointed out to the cooperative extension officers that each training course faces the problems of time and personnel. For these reasons the course may not be able to cover as much as would be desired. Each officer was therefore asked to name the subjects or topics which he would like to see covered for the first time or to a greater depth in a training course such that their performance as an extension officer would be improved. The suggestions which they gave may be summarized as follows:

Table - C.E.O. -8

Topics for Training Programmes Suggested by the C.E.O.s

Topic	No. of Responses	%
1. Cooperatives (in foreign countries, banking organization, industrial, marketing, laws, farming)	22	28.3
2. Field training (the practical side emphasized; and training for community development)	20	25.7
3. Accounting and office procedures	7	9.0
4. Psychology (rural, handling people)	8	10.0
5. Extension	7	9.0
6. Economics	4	5.1
7. Policies and laws (of the State, the Panchayati Raj)	3	3.8
8. Conducting enquiries (preparing case diaries of embezzelments and misappropriations)	2	2.6
9. Civil and criminal law	1	1.3
10. Social Philosophy	1	1.3

(contd.)

11. Agriculture	1	1.3
12. Public administration	1	1.3
13. Craft training (carpenter, blacksmith)	1	1.3
TOTAL -	78	100.0

Two extension officers said that they had not, as yet, received training of any kind.

Comments relating to the question on training programmes were:

> "Actually there is no centre in Rajasthan which offers proper training courses for extension staff. The present working institutions simply kill and crush the time of officers".
>
> "Usually the training courses are too theoretical. They are least helpful in the practical field. In the training courses the trainees should be given more and more practical training by sending them to various places where they can know the work more practically".

The respondents were asked if they would be willing to attend a special course for extension workers offered by the University of Rajasthan. Without exception, the respondents answered in the affirmative.

Many of them listed the special increments or privileges which they would expect if they were going to attend the course. More than half (29 persons) of the respondents stated that they would expect to receive a special stipend (a suggested amount being Rs. 100/-) in addition to their salary. Others expected: free accommodation (13 responses); a promotion (3 responses); and increments after completing the course (8 responses). One quarter of all the respondents said that they would not expect any special increments or privileges.

Since the main purpose for this study was to examine the ways in which the University of Rajasthan could educationally assist the extension officers, each officer was asked to name three ways in which a fully equipped university could help them with their continuing education. The responses may be summarized as follows:

Table - C.E.O. - 9

Ways in which the University of Rajasthan could educationally assist the C.E.Os

	Remark	Frequency	%
1.	Running courses (training, refresher) and Organizing Programmes (seminars, lectures, study tours, camps)	27	30.0
2.	Disseminating information and correspondence (newsletter, literature). "Advising us and helping us to solve our problems".	24	26.7
3.	Permit private examinations.	17	18.8
4.	Offering accommodation and tuition (residential, free)	6	6.7
5.	Offering evening classes	5	5.6
6.	Library services (supplying books)	5	5.6
7.	Instruction in extension methods and community development.	2	2.2
8.	Research and evaluation of field work (Conducting surveys and making suggestions)	2	2.2
9.	Broadcasting	1	1.1
10.	Supplying teaching personnel	1	1.1
	TOTAL -	90	100.0

"Permission should be given to all the extension officers for appearing in post graduate examinations. Some helpful books should be made available to the extension officers for their selected subject. Permission and time should be given to extension officers to attend the regular classes in the colleges."

The questionaire pointed out that the University of Rajasthan, in cooperation with other institutions, is considering printing a monthly newsletter for extension workers. Ninety percent of the cooperative extension officers said they would be interested in receiving such a newsletter. Of those who expressed such interest, the topics which they said would be of interest to them and which might be incorporated into the news-letter were:

Table - C.E.O - 10

Topics Suggested for an Extension Newsletter

Topic	-- Frequency	%
1. General News on cooperatives	17	25.3
2. History and comparisons of cooperatives (local and foreign)	6	8.9
3. Problems, solutions, improvement related to cooperatives	7	10.4
4. Legal decisions, policy and laws, rules, related to cooperatives	4	6.0
5. The Role of cooperatives (in community development)	5	7.4
6. Extension methods	3	4.5
7. Industrial Cooperatives	3	4.5
8. Agriculture Cooperatives	3	4.5
9. Consumers' Cooperative	2	3.0
10. Banking and loans	2	3.0
11. Relationships and coordination of officials and non-officials	2	3.0
12. Economics and accounting	2	3.0
13. Psychology	2	3.0
14. State aid to cooperatives	2	3.0
15. Findings of Research studies and evaluation	2	3.0
16. Cooperatives vs. the moneylender	1	1.5
17. Cooperation in Rural areas	1	1.5
18. Service cooperatives	1	1.5
19. Materials relating to a diploma course	1	1.5
20. Information relating to opportunities for higher education	1	1.5
TOTAL -	67	100.0

The final part of the questionaire invited the officers to make any additional comments. About half of the respondents did give some suggestions or expressed some opinion. For instance,

> "Please arrange for the rural Diploma Course in Cooperative Training."
>
> "Refresher courses should be organized at least once in two years and a subject-matter seminar every year".
>
> "In every Middle and Higher Secondary School and in every College it should be compulsory to have one Boys' Cooperative Society so that boys may learn about cooperatives at an early stage".
>
> "Refresher training in extension should be given once in a year".

"Programmes and plans should be related to local circumstances".

"Every extension officer should be imparted extension training before going into a block".

"Opportunities must be provided to the government servants who want to study further and enrich their qualifications".

"There is a greater need for personal contact with extension staff".

"The Cooperative movement is not succeeding fully, but it must succeed. The villagers are not educated and so they are not fully aware of the movement. Stress should first be put on giving education to them".

"An extension officer often begins enthusiastically, with a feeling of uplifting the general masses but often he himself falls back due to the rural and touring life. The life of the extension officer is baren and the future for his family is in doubt".

"It is a matter of great pleasure that the University of Rajasthan is conducting a survey for the development of the Cooperative Movement".

End of Part II

PART III - THE EDUCATION EXTENSION OFFICER (E.E.O.)

1. GENERAL INFORMATION

Forty-four percent (102) of the 232 Education Officers in the State of Rajasthan responded to the mailed questionaire. The ages of the officers ranged from 27 (2 persons) to 57(2 persons) years. Fifty percent of them were less than 36 years of age with the greatest age frequency of any one year being 35. Except for 1% of the respondents, all of the officers were married. Family size ranged from "No children" (3 responses) to nine children (2 responses). The average size of family was between 3 and 4 children. Fifty percent of these were 13 years or less. Nearly 28% of the children were 19 years of age or older.

The highest degree or diploma received by the education extension officers is shown in Table E.E.O. - 1.

Table - E.E.O. - 1.

Highest Degree or Diploma Received by the Education Extension Officers

Degree/Diploma	f*	%
Middle School	1	1.0
Intermediate	6	5.9
Intermediate, B.S.T.C.	6	5.9
B.A.	18	17.6
B.A., C.T.	3	2.9
B.A., L.T.	1	1.0
B.A., B.Ed.	20	19.6
B.A., B.Ed., LL.B.	4	3.9
B.Com., B.T.	1	1.0
B.A., Sahityaratan, B.S.T.C.	1	1.0
B.A., B.Ed., Dip. Labour Law	1	1.0
M.A., B.Ed.	26	25.4
Double M.A., B.Ed.	2	2.0
M.A., LL.B., B.Ed.	1	1.0
M.A., L.T.	1	1.0
M.A., M.Com., B.Ed. Sahityaratan	3	2.9
M.A., Sahityaratan	1	1.0
M.A.	6	5.9
TOTAL -	102	100.0

* 'f' column indicate the frequency of responses.

The subject-matter specialities of the officers is shown in the following table.

Table - E.E.O. - 2

The Subject-matter Background of the Education Extension Officers

Subjects	f	%	Subject	f	%
Hindi	26	20.3	Home Science	2	1.6
History	26	20.3	Urdu	1	.8
Political Science	23	17.9	Commerce	1	.8
English	15	11.7	Civics	1	.8
Sociology	10	7.8	Labour Welfare	1	.8
Economics	10	7.8	Science	1	.8
Geography	6	4.7	Arts	1	.8
Education	4	3.1	TOTAL -	128*	100.0

* Some of the officers named more than one subject-matter major, hence the number of responses is larger than the actual number of respondents.

The year in which the greatest number of degrees/diplomas were received was 1965. Fifty percent of the officers received their degrees/diplomas between 1961 to 1965. Except for two persons, all of the E.E.Os completed their formal education after Independence. The actual breakdown is shown below:

Table - E.E.O. - 3

The Years in which the Education Extension Officers Received Their Degrees/Diplomas.

Year	f	%	Year	f	%
1947	1	1.0	1957	6	5.9
49	1	1.0	58	2	2.0
1950	2	2.0	1960	6	5.9
51	2	2.0	61	6	5.9
52	4	3.9	62	10	9.8
53	1	1.0	63	12	11.7
54	7	6.8	64	11	10.8
55	7	6.8	65	15	14.7
56	4	3.9	No response	5	4.9
			TOTAL -	102	100.0

As Table E.E.O.-3 shows, half of the officers are fairly new recruits to the work of extension, with the exception of those who may have left extension work to return to studies or those who continued their studies while working as an extension officer.

The names of the institutions from which the officers received their degrees/diplomas varied greatly with 41.2% of them actually receiving their degrees or diploma from the University of Rajasthan. If we assume that of those who presented themselves as private candidates, most of them did so through the University of Rajasthan, then almost 80.4% of the officers received their degrees from the University of Rajasthan.

Table - E.E.O. - 4

The Institutions from which the Education Extension Officers Received their Degrees/Diplomas.

Place	Institution	f	%	
Rajasthan				54.9
1. Jaipur:	University of Rajasthan	42	41.2	
	Maharaja's College	1	1.0	
	Law College	1	1.0	
	Commerce College	1	1.0	
2. Ajmer:	Government College	1	1.0	
	Ajmer Board	1	1.0	
	Govt. Teachers' Training College	1	1.0	
	Rajputana Board	2	2.0	
3. Jodhpur:	University	1	1.0	
	Jaswant College	2	2.0	
4. Udaipur:	Vidya Bhawan Teachers Training College	1	1.0	
5. Kota:	Government College	1	1.0	
6. Alwar:	Rajrishi College	1	1.0	
Out of State				3.0
7. Agra:	Agra College	1	1.0	
	St. John College	1	1.0	
8. Allahabad:	Board	1	1.0	
Other				
9. Private (teachers candidates)		40	39.2	39.2
10. No. response		3	2.9	2.9
	TOTAL -	102	100.0 approx.	100.0

2. INFORMATION RELATING TO THE OFFICERS' SERVICE

Twenty-seven percent of the E.E.O.s had served as extension officers since the beginning of the Panchayati Raj movement in Rajasthan, that is, since 1959. Fifty percent of them had served for six years or less as shown in Table E.E.O.-5.

Table - E.E.O. - 5

Number of Years Served by the Education Extension Officers (To August, 1965).

No. of years	f	%	No. of years	f	%
Less than 1 year	6	5.9	8 years	10	9.8
1 year	5	4.9	9 years	12	11.7
2 years	5	4.9	10 years	7	6.8
3 years	11	10.8	11 years	1	1.0
4 years	6	5.9	12 years	1	1.0
5 years	6	5.9	13 years	2	2.0
6 years	27	26.4	16 years	1	1.0
7 years	2	2.0	TOTAL -	102	100.0

Forty-three (32.1%) of the 102 respondents have served in one block only. Twenty-nine percent had served in two blocks; 13.7% in three blocks; 8.8% in four; 2.9% in five; 2% in 6 and 1% in 7 blocks.

Of the total years of service half of the officers did not remain for longer than three years in any one block. One person worked 6 years in one block. At the time of the survey, 10 persons had been working for an average of one year or less in their present block. Seventy-five percent of the officers who responded said they had worked in any one block for 3 and 3/4 years or less.

Forty-six percent of the officers said that they would like to remain an extension officer for 10 or more years. Of the 54% who said "No", the reasons they gave for not wanting to remain in service for such a long period of time are listed in Table E.E.O. - 6.

Table - E.E.O. - 6

Reasons Why the Education Extension Officers would not Like to Remain as Extension Officers for 10 or more years.

Comment	f	%
1. Promotion arrangements: either:1) a complaint that there is little chance for this; or 2) a desire to better oneself, ex. promoted to senior teacher or headmaster.	28	31.9
2. Difficulties of working with others (Sarpanches, Pradhans, illiterate persons, senior officers-such as the B.D.O, the public, teachers; technical trained vs non-technical; official vs. non-official; party politics).	17	19.3
3. Inadequate pay ("no offer of incentive"; including hard duty; lack of financial assistance).	15	17.0
4. Poor conditions and facilities (touring; working; for the family)	10	11.4
5. Inadequate educational facilities for the children.	6	6.8
6. No time for further education	3	3.4
7. No separate cadre in the Department (not a gazetted post).	2	2.3
8. Need for additional staff (peon; clerk)	2	2.3
9. Burden of other work (without privileges)	2	2.3
10. I want to serve in the education deptt.	1	1.1
11. I have completed my scale of pay for this post.	1	1.1
12. No recognition of education	1	1.1
TOTAL -	88	100.0

Keeping in mind that these officers are educationists to varying degrees, one might note with interest the number of extension officers who stated that they wanted to go back to teaching instead of remain as officers. Additional comments relating to the above table were vioced by the respondents.

1. "The education extension officers service in the Panchayat Samities is not purely extension work but it is mostly a clerical job."
2. "Under this present set up, the services of the extension officer is under the Vikas Adhikari who is a non-technical man. Often he will not agree with technical suggestions."
3. "In the Panchayati Raj we can't improve the standard of education according to our own wishes, especially if the Sarpanches favour the local teachers."
4. "The education of the children at home is not looked after so family life remains unsettled and uncared for."
5. "Day by day the primary education programme is deteriorating due to the present decentralisation set-up on administrative and political grounds. Also, a sufficient amount of money is not being provided to equip the schools."
6. "No means of travelling are provided and cycling for many years may ruin my health. The posting also affects the development of the personality of the family. With lack of guidance and sypervision the character of the children is affected."
7. "There are so many activities and projects expected of us that we cannot perform well."
8. "There is no proper criteria for promotion in the education department. It is not ready to count extension experience toward the promotion of headmasters and Dy. Inspectors of School. Extension officers are neglected for promotion."
9. "Highly qualified persons should be given a chance to expand their knowledge in some institution of higher education."
10. "Experience counts little."
11. "Working as a Sub-Deputy Inspector and an Education Extension Officer in this Panchayat Samiti has given me much experience. In the remote corners of this block I have seen poor farmers and labourers working for the uplifting of the nation. I hope now that I will be given a chance for more opportunities to further build the nation and add to its security. Perhaps a job of Public Relation Officer."

When asked how many years they would like to remain an extension officer in their present block, 23% said "No longer" and another 19% said for one year or less. The table below shows the details of the responses.

Table - E.E.O. - 7

The number of years the E.E.O. would like to remain in the block in which he is now serving.

No. of years	f	%	No. of years	f	%
No longer	19	18.6	Other:		
Less than 1 year	4	3.9	"Dependents on Govt. policy"	8	7.8
1 year	19	18.6	"Until promotion"	5	4.9
2 years	12	11.8	"Until retirement"	12	11.8
3 years	11	10.8			
4 years	1	1.0	TOTAL -	102	100.0
5 years	8	7.8			
6 years	1	1.0			
7 years	1	1.0			
8 years	1	1.0			

A somewhat different series of replys were given to the question: "How many years would you like to remain an extension officer regardless of block?"

Table - E.E.O. - 8

The number of years the E.E.O.s would like to remain an extension officer without reference to any one particular block.

No. of years	f	%	No. of years	f	%
"No more"	10	9.8	10 years	7	6.8
Less than a year	2	2.0	12 years	1	1.0
1 year	10	9.8	13 years	1	1.0
2 years	9	8.8	15 years	1	1.0
3 years	3	2.9	"Depends upon the Govt."	2	2.0
4 years	1	1.0	"Until promotion"	19	18.6
5 years	8	7.8	"Until retirement	16	15.8
6 years	4	3.9	No response	4	3.9
7 years	1	1.0	TOTAL -	102	100.0
8 years	3	2.9			

In addition to the responses shown in the above table, the respondents were asked to name the increments, privileges, etc. which they would want before considerin remaining an extension officer for at least 10 years. As shown in table E.E.O. 9, the greatest number of officers were concerned most about an increase in salary.

Table - E.E.O. - 9

The Increments and Privileges the E.E.O.s would expect if they were going to remain as E.E.O.s for 10 or more years.

Comment	f	%
1. Special pay (scale of all the extension officers should be the same, ex. Rs. 225/- to Rs. 485/-; minimum grade should be that of a senior teacher)	66	52.1
2. Providing conveyance and travel facilities (or interest free loans)	13	10.4
3. Providing additional staff (clerk; peon; field worker)	12	9.5
4. Better chances for promotion (including to B.D.O.)	11	8.8
5. Providing house accommodation or house allowance	9	7.2
6. Arranging for my children to attend school (scholarships)	6	4.8
7. Providing medical facilities and allowances	3	2.4
8. More time to improve academic qualifications (ex. B.Ed.)	3	2.4
9. Creating a separate service for extension officers (a gazetted post; with the B.D.O. as supervisor only)	1	.8
10. Making it optional to make tours	1	.8
11. Providing loan facilities	1	.8
TOTAL -	126	100.0

"The scale of the extension officer of 10 years standing should be equal to that of the district level officer of the same department."

"I am satisfied with the Govennment rules for promotion but these rules must be followed with honesty and without partiality."

"E.E.O.s should be specifically made responsible for the temporary and occasional changes in the administration of schools and the staff under the Samiti."

"I would be willing to remain as an education extension officer if I could be transferred close to my old parents so that I could care for them."

"I am more concerndd with maintaining the dignity of this post than with any privileges or special increments."

3. LIVING AND WORKING CONDITIONS

When asked whether they were satisfied with their present living conditions, 66% of the E.E.O.s said "No". Of this number, the ways in which these conditions could be improved is summarized in the following table.

Table - E.E.O. - 10

Suggestions on how the living conditions could be improved for the E.E.O.s

	Comment	f	%
1.	Increase in pay scale, special emoluments and allowances (ex., minimum of Rs. 300/- the pay of senior teachers, "to improve my standard of living")	48	40.7
2.	Better housing facilities (free quarters)	24	20.4
3.	Peon or orderly (to care for things when I am on duty, for touring, cooking)	20	17.0
4.	Providing educational facilities for my children	11	9.4
5.	Office assistant or clerk	6	5.1
6.	Medical facilities	3	2.5
7.	Library and supply of literature	2	1.7
8.	Water facilities	1	.8
9.	Electricity facilities	1	.8
10.	Social life and entertainment	1	.8
11.	Shopping facilities	1	.8
12.	Other	1	.8
	TOTAL	118	100.0

One person said that he was satisfied with his living conditions.

Sixty-three percent of the officers said that if the living conditions were improved they would consider remaining an extension officer for 10 or more years.

As with those who were dissatisfied with living conditions, 66% expressed dissatisfaction with their working conditions. Many reasons were given for these feelings, indicating the areas for improvement.

Table - E.E.O. - 11

Suggestions on how the working conditions could be improved for the E.E.O.

	Comment	f	%
1.	Less interference and better cooperation (free hand in discharging ones duties; free from non-technical people).	27	20.2
2.	Providing conveyance (motor cycle, touring loan).	14	10.4
3.	Better chances of promotion (experience must be counted)	13	9.7
4.	Provide staff - clerks and peons (also to assist the teachers).	11	8.2
5.	Decrease the burden of clerical and paper work.	11	8.2
6.	Better pay and allowances (equal toother extension officers)	10	7.5
7.	Decrease the area and number of schools (ex. 20 to 50 schools).	9	6.7
8.	Put the post directly under the education department.	6	4.5
9.	Increasing the power of the officer (re. appointment; transfer; termination of teachers).	6	4.5
10.	Generally providing better facilities (including touring facilities).	4	3.0

Comment	f	%
11. Making education compulsory (primary)	3	2.2
12. Giving guidance and advice (department of education; from orientation centres)	3	2.2
13. A separate cadre should be created (for long service; a gazetted post)	3	2.2
14. Tour days should not be fixed or made compulsory.	2	1.5
15. Providing a better equipped office.	2	1.5
16. Better coordination between the extension officers (job description; rules and practices)	2	1.5
17. Increasing funds (equipment; strengthen voluntary agencies).	2	1.5
TOTAL -	134	100.0

If these conditions were improved, 73% said that they would consider remaining an extension officer for 10 or more years.

Comments relating to Table E.E.O. 11 are as follows:

> "The extension officer should not be called directly by the elected members. Everything should be communicated through the B.D.O."
>
> "Schools should be taken from out of the hands of the Block."
>
> "The education extension officer should be the disbursing officer for the education section."
>
> "The burden of work is very heavy upon the E.E.O., for example, social education and educational work, organisation of youth clubs, organising village volunteer forces, small saving activities etc."
>
> "Elected members should follow the technical advice of the extension officer and work accordingly."
>
> "This job is a thankless job. I work in this position for bread and butter."

"The clerical staff misguides the B.D.O. and this must cease."

"The E.E.O., like the A.E.O., cooperative inspectors, and the animal husbandry extension officers may be kept under one department. The education extension officer should be directly under the Inspector of School or Deputy Inspector of School at the Zila Parishad level. His headquarter may be kept with the Secondary School Headmaster. The post of the Block Development Officer should be abolished. The Sub Divisional Magistrate should be given the powers of Development Officers."

"In this Panchayat Samiti I am controlling 89 schools. One more E.E.O. should be deputed."

"Every two years E.E.O.s must go for training."

"Recruited persons of Administrative service come as Vikas Adhikari but by the time they pick up the work, they change their position. The experience which they have gained is not put to use and hence the whole business is very costly."

"There should be compulsory education from 6 to 11 years."

The present system of examinations in primary schools must be reformed."

"There should be clear demarcation in the rights and duties of the official and the non-official."

"Instead of decentralization there is demoralization so our services are not at all utilised for extension but for office work. Thus primary education is going from bad to worse."

4. INFORMATION RELATING TO CONTINUING EDUCATION

Each training course faces the problems of time and personnel. For these reasons the course may not be able to cover as much as would be desired. The officers were asked to name the subjects or topics which they would like to see covered for the first time or to a greater depth in a training course such that their performance as an extension officer would be improved. The replies are listed as follows:

Table - E.E.O. - 12

Topics suggested by the E.E.O.s for Training Programmes.

	Comments	f	%
1.	Extension training (philosophy; how to teach adults; among tribals; new developments; METHODS; practical training, using personnel such as the village teacher)	24	18.2
2.	Education, general (programmes in other countries; school management; inspection; drop-outs; prayer; Hindi; nationalization of text books; national programmes; handwriting; enrollment; poor children; co-education; current problems; personnel selection;administration; organization)	21	15.0
3.	Social education training (mahila mandals)	19	14.4
4.	Psychology, counseling, guidance (rural; human relations; motivation; of youth; of adults; understanding social structure)	15	11.4
5.	Development programmes (history; pitfalls and improvement; problems in India and abroad; in relation to Panchayati Raj; village adjustment; economic improvement)	12	9.1
6.	Accounting and office routine procedures	7	5.3
7.	Youth clubs (Mahila Mandal should be strictly practiced; scouting)	6	4.5
8.	Adult literacy (organizing programmes; centres; problems and solutions)	6	4.5
9.	Refresher course (basic or general education)	3	2.3
10.	Rural Sociology and social development	3	2.3
11.	Arts and craft training	3	2.3
12.	Agriculture	3	2.3
13.	Acts, Rules and Codes (Panchayat Samiti; education)	3	2.3
14.	Cultural activities	2	1.5
15.	Cooperation and coordination of activities (between E.E.O. and other social educators)	2	1.5
16.	Improving the conditions of women (utilizing their talents)	2	1.5
	TOTAL -	131	100.0

Other topics mentioned once only were:

Home Science
Gardening
Cooperation
Social Work
Statistics
Tribal specialization

Social Studies
Political Science
Industrial Training
Starting Mobile Programmes in Colleges.
Sociology
Rural housing
B.Ed. Training.

General comments included:

> "The training period I took was of a satisfactory duration and every topic was discussed."
>
> "The lectures received in training is not complementary to the field work since the lectures have no rural bias."
>
> "In the B.Ed. training course, there should be a separate course in education extension."

Ninety-four percent of the extension officers said that they would be willing to attend a special course for extension workers offered by the University of Rajasthan. Of these, the increments or privileges which they would expect if they were going to attend the course are:

Table - E.E.O. - 13

Increments or privileges expected by the E.E.O.s if they were going to attend a training programme conducted by the University of Rajasthan.

Comments	f	%
1. Extra allowance or pay (stipend, for extra training expenses; Rs. 75/-; for family while I'm away)	43	53.7
2. Be considered on duty (training expenses paid for)	19	23.7
3. Pay increase and/or increments	7	8.7
4. Promotion	4	5.0
5. Housing	3	3.8
6. Double D.A. and T.A.	2	2.5
7. Scholarship for children	1	1.3
8. Medical	1	1.3
Total -	80	100.3

The questionaire asked the education extension officers to suggest three ways in which a fully equipped university could help them with their continuing education. The answers are listed in descending order, i.e. the most frequently given response given first.

Table - E.E.O. - 14

Ways in which the E.E.O.s felt that a fully equipped university could help them with their continuing education.

1. By arranging training courses, camps, seminars, lectures, demonstrations, etc. including classes in vacation period.

2. By supplying literature (books; mobile library; by post).

3. By putting out a newsletter and corresponding with us (offering suggestions; guidance).

4. By offering correspondence courses.

5. By offering opportunities for higher education (night colleges; LL.B.; technical subjects; post graduate courses, ex. M.Ed.).

6. By supplying equipment and material including audio-visual facilities.

7. By carrying on and informing us of research and evaluation.

8. By giving us financial aid.

9. By making field visits into our areas.

10. By giving us permission to appear in examinations.

With one exception, all of the 102 respondents to the questionaire said that they would like to receive a monthly newsletter for extension workers put out by the University of Rajasthan incooperation with other institutions. The suggestions they had for topics for such a newsletter is summarized in the table given below.

Table - E.E.O. - 15

Topics suggested by the E.E.O.s for an Extension Newsletter.

Comments	f	%
1. Adult Education (activities; methods of teaching; survey reports; motivation; radio).	22	11.4
2. Youth(organization of bal basties; juvenile delinquency; mohim yojna; navyuwak mandal; welfare; games)	21	10.9
3. Extension education (role of non-officials; rights and duties of workers; relations with others; separation from politics; interviews with workers; relation of officials and non-officials; methods; working problems)	18	9.4
4. Teachers (quality and criteria of selection; roles; ways in which they can be more useful to society; welfare; standards; status; pupil-teacher relationship)	13	6.8
5. Primary education (social-cultural activities; language teaching; administering; standards; in the home; in backward areas; corporal punishment; transfer of primary schools to the department of education; school lunches; importance of lalit kala)	13	6.8
6. Social education (samaj siksha; problems; comparative progress and new schemes; moral education; role of teachers)	13	6.8
7. Education, general (importance in a democracy; development in villages; co-education compulsory; nationalization of text books; standards; compulsory; the Panchayat and the schools; directory of teachers with photos).	11	5.8
8. Women's education (in villages; mahila mandal)	9	4.8
9. Psychology (of adults; children; rural)	9	4.8
10. Community development (how to influence people to this; dehati programmes; descriptions of activities; improvement of villages; solution to old traditions; problems of field work)	8	4.3

Comments	f	%
11. Literacy education (adults; motivation and attendance; using voluntary help; mass education; methods)	8	4.3
12. Agriculture (dry farming; improved seeds; animal husbandry).	8	4.3
13. Research and evaluation (scientific approach to the village; reference to new experiments; report of surveys; in the area of subject-matter; in extension techniques; of democratic decentralization).	6	3.1
14. Village education (handling the villagers; recreational programmes; uplifting standards; libraries)	6	3.1
15. Cooperation and Cooperatives (for children)	5	2.6
16. Folk arts and crafts and cultural activities (lok sahitya; lok geet; kavi sammelen; importance in the villages)	5	2.6
17. Panchayati Raj (role of extension workers; support and contributions)	4	2.1
18. Teaching aids and methods (in schools; preparation of materials)	4	2.1
19. Schools (single teacher ones; equipping; as an agency of community development)	2	1.0
20. Girls education (problems in rural areas)	2	1.0
21. History (of each school; general)	2	1.0
22. Social work and welfare (samaj sewa; practical aspects)	2	1.0
TOTAL -	191	100.0

Other suggestions which were mentioned once include:

- Employment (of educated villagers)
- Physical education
- References to up-to-date publications
- Economic development
- How to enter college
- Problem of corruption and punishment
- Organizing voluntary institutions
- General science, scientific materials and their use

In reference to the newsletter, two additional comments were:

"It is of no use to print a paper and spend money as it will likely go into the wastepaper baskets. The reason is that the extension officer of today is so disheartened that he will not read any article."

"The newsletter should cover practical aspects of the programme in order to do justice to the work. The university should start its own extension service wing to know more deeply and correctly about extension work."

The final part of the questionaire invited the officers to make any additional comments.

General Comments

"Extension officers in the field should go to training schools every three years. The instructors in training schools should come to the field periodically."

"Thanks for sending the questionaire. Your cooperation is always appreciated."

"Tell us how the interference of the elected members in the technical procedures in disciplinary actions may be checked up. It creats a worry to the Government servants and disturbances inthe villagers."

"Education must be in the possession of the education officer. The Vikas Adhikaris do not know about education."

"The Education Department is pressing me to run the adult literacy centres through primary school teachers without giving any kind of allowance except prizes. Experience says that this is not possible. Hence, if illiteracy is going to be removed from Rajasthan, some solid steps should be taken."

"The Education Department should be integrated more and more with Community Development."

"The teachers should be given some remuneration for adult education work."

"Films may be supplied free of cost and these may be given on loan and routed from one Block to another."

"The decentralization set-up has demoralized the Samiti staff. If this continues, the programme will fail in the near future."

"Please try to come in closer contact with the extension workers in Rajasthan."

"The Universities should arrange to send literature and books to the field workers regarding current problems of education."

"The University should organise primary school teachers' seminars on the Panchayat Samiti level so that the teachers may have an idea of extension work."

"There should be a service cadre for extension officers. Favouratism should be checked and honest persons should be upgraded."

"The adult education programme has proved to be a failure in the country though many approaches have been followed. It will be a great help if the university can find better ways to do this work."

"No proper attention is given to education by the block development officers since their promotions are based only on agriculture work."

"Programmes should be carried on in selected blocks where there are enthusiastic workers and where there are potentialities for development."

"Though the Panchayati Raj is a fine scheme, there is still a great gulf among non-officials, officials, and extension workers. These three should be linked through cooperation and helping attitudes so that we may have success in every kind of programme."

"In my view there should be no Rajasthan Administration Service personnel in the post of the B.D.O. and no direct recruitment from the Revenue side. The Pradhan and the B.D.O. should not interfere in the work of the extension officers."

"Primary education should be separated from the blocks. The education extension officers and other officers must be administered by technical officers, i.e. developmental officers. The powers of administration must be given to extension officers."

"Extension programmes must be directly connected with the inspectors of schools or the Zila Parishad so that the local disturbances may not create hindrances to the work."

"My comments are as follows: workers should have a rural inclination; age limit for teachers and extension workers should be set at 23 to 30 years; better salary scales should be given to teachers and extension workers."

"The extension method is the coordinating way of working with villagers in a particular society. Change can be brought by changing the standard of living. Hence education for bread and butter is essential."

End of Part III.

PART IV - THE AGRICULTURE EXTENSION OFFICER (A.E.O.)

1. GENERAL INFORMATION

Of the 232 Agriculture Extension Officers who received the questionaire, 62 (26.3%) completed questioncaires were returned to the University.

Fifty percent of the A.E.O.s were 25 years of age or less with the greatest frequency for any one year being 24 years. Ages ranged from 20 to 33 years. Ninety percent of the officers were married having an average family size of 1.5 children. Of these, 50% of them were 3 years or less.

The officers who took part in the survey were mostly Agriculture graduates. The highest degree received and frequency of responses is listed below.

Table - A.E.O. - 1

Educational Background of the A. E. O.s

	H.D.R.*	f	%
1.	B.Sc. Agriculture	57	93.5
2.	M.Sc. Agriculture	2	3.3
3.	Licentiate Agriculture	1	1.6
4.	I. Sc. Agriculture	1	1.6
	TOTAL -	61	100.0

*Highest Degree Received (H.D.R.)

The year in which degrees were received ranged from 1955 to 1964 with 50% of the respondents receiving their degree during or before 1961. The largest number of degrees were received in 1963 (27.9%).

The institutions from which the officers took their highest degree can be seen from the table below.

Table - A.E.O. - 2

Institutions of Higher Education Attended by the A.E.O.s

Place	Institution	f	%	
Rajasthan				68.9
1. Jaipur	University of Rajasthan	4	6.6	
2. Udaipur	Rajasthan College of Agriculture	17	27.9	
3. Jobner	S.K.N. Govt. College of Agriculture	18	29.5	
4. Ajmer	D.A.V. College	3	4.9	
Out of State				31.1
5. Agra	Agra University	5	8.3	
	B.R. College	6	9.8	
6. Amritsar	Khalsa College	2	3.3	
7. Kanpur	Government Agriculture College	2	3.3	
8. Bangalore	Agriculture College	1	1.6	
9. Allahabad	Allahabad University	1	1.6	
10. Meerut	R.S.K. College, Simbhaoli	1	1.6	
11. Gwalior	M.B. College of Agriculture	1	1.6	
	TOTAL -	61	100.0	100.0

The above table shows that 42 of the 61 A.E.O.s (68.9%) had attended the University of Rajasthan or its affiliated colleges, while 31.1% are graduates from outside of Rajasthan State.

2. INFORMATION RELATING TO THE OFFICERS' SERVICE AND TRAINING

The total number of years of service put in by any one Agriculture Extension Officer ranged from less than a year to 8 years. Fifty percent of the officers had been A.E.O.s for three years or less.

Table - A.E.O. - 3

Number of Years Served by the Agriculture Extension Officers (To Aug. '65)

No. of years	f	%	No. of years	f	%
Less than 1 yr.	10	16.4	5 years	5	8.3
1 year	2	3.3	6 years	3	4.9
2 years	17	27.9	7 years	6	9.8
3 years	3	4.9	8 years	3	4.9
4 years	12	19.6	TOTAL -	61	100.0

The number of blocks in which each officer had worked varied greatly with 28 (45.9%) having worked in one block; 21 (34.4%) in two blocks; 8(13.1%) of them in three blocks; and 2(3.3%) of them having worked in 4 blocks.

The average number of years an A.E.O. has served in any one block is 1½ years. Fifty percent of the respondents have served in an average of 1¾ years and 75% of them have served for 2¼ years or less.

When the extension officers were asked whether they would like to remain an extension officer for 10 or more years, 36% of them said "Yes". Of those persons who answered "no", the reasons they gave were as follows:

Table - A.E.O. - 4

Reasons given by the A.E.O.s for not wanting to remain an A.E.O. for 10 or more years.

	Remarks	f	%
1.	Lack of facilities (tour, for work, conveyance)	8	13.0
2.	Interference and lack of cooperation (in the Panchayat Samities, lack of freedom to work, political interference)	8	13.0
3.	Promotion (no chances; or, want promotion)	8	13.0
4.	Inadequate pay, emoluments, privileges	7	11.5
5.	Further study (need to increase my subject matter knowledge)	4	6.6
6.	Monotonous, boring and tiring	4	6.6
7.	Effect on my health	3	4.9
8.	Lack of medical facilities	2	3.3
9.	Don't like the unsettled life and touring duties	2	3.3
10.	Overload of work (paper work)	2	3.3
11.	No separate cadre in the Department	2	3.3
12.	Difficulties related to housing	2	3.3
13.	Unsatisfactory working conditions	2	3.3
14.	Lack of facilities for education of children.	2	3.3

Remarks	f	%
15. The administration of B.D.O. is unjustified	1	1.6
16. Difficulty in getting leaves	1	1.6
17. No direct control on subordinate staff	1	1.6
18. No opportunity to develop talent	1	1.6
19. Want experience in other parts of the department.	1	1.6
TOTAL -	61	100.0

In relation to Table A.E.O. - 4, a number of comments were made by the respondents.

> "Since democratic decentralization came into existence, the role of the extension officer has become a tedious one. Generally speaking, the extension officers are being compelled to do wrong by officials and non-officials, The Vikas Adhikari have become political."

> "Under the present set-up, the services of the Agriculture Extension Officers is under the Vikas Adhikari, who is a non-technical man. He does not agree with technical suggestions."

> "We are deputed into the public sector to increase the production as well as the standard of living of the cultivators. However, the elected persons create bad atmosphere in the cultivators."

> "No land is attached with the block for me to set up agricultural demonstration."

When asked how long they would like to remain in this present block, 50% of them said they would like to remain for 2 more years.

Table - A.E.O. - 5

The number of years the A.E.O.s would like to remain in their present Blocks.

No. of year(s)	f	%	No. of year(s)	f	%
No more	8	13.0	Till transfer	1	1.6
Less than 1 year	5	8.3	Depends upon deptt. policy	5	8.3
1 year	11	18.1	Till chances of further studies come	1	1.6
2 years	14	23.0	No response	1	1.6
3 years	6	9.8	Others	2	3.3
4 years	3	4.9			
5 years	3	4.9			
For ever	1	1.6			
			TOTAL -	61	100.0

The questionaire next asked the officers how long they would like to remain in their present position regardless of what block. Fifty percent of them said 6 years or less. Other responses are as follows:

Table - A.E.O. - 6

The number of years the A.E.O. would like to remain an extension officer regardless of what block.

Years	f	%	Years	f	%
No more	1	1.6	6 years	2	3.3
Less than 1 year	1	1.6	7 years	3	4.9
1 year	3	4.9	10 years	12	19.7
2 years	9	14.8	For ever	3	4.9
3 years	3	4.9	Till promotion	8	13.2
4 years	3	4.9	No response	2	3.3
5 years	10	16.4	Others	1	1.6
			TOTAL -	61	100.0

Assuming that the choice was theirs, the respondents were asked to name the increments, privileges etc. they would want before they would consider remaining as an extension officer for 10 or more years. The responses are summarized in Table A.E.O. 7.

Table - A.E.O. - 7

The increments and privileges the A.E.O.s would expect if they were going to remain as A.E.O.s for at least 10 years

Remarks	f	%
1. Pay increments, allowances (ex. Rs.250/- to 800/-; pay for working on Sundays; hard working allowances; rental allowances; allowance according to efficiency and good work)	39	45.3
2. Conveyance (or loan facilities made available)	10	11.6
3. Residence(free)	9	10.5
4. Staff (assistants, peons)	8	9.3
5. Promotions	7	8.2
6. Education (for children; to university; free)	2	2.3

	Remarks	f	%
7.	Medical facilities	2	2.3
8.	Free journey once a year to home (for those living over 150 miles away)	2	2.3
9.	Less office work	2	2.3
10.	Facilities for touring	2	2.3
11.	Freedom from interference	1	1.2
12.	Facilities for higher education	1	1.2
13.	Administrative control over field staff	1	1.2
	TOTAL -	86	100.0

Some of the officers added additional remarks.

"As this area is hilly and the prices of articles are very high, due to travel difficulties, a special allowance should be given to those who work in this area. Since the area is also very backward, some hard duty allowance should be given."

"There should be strength in the power and duties of the extension officer so that his every idea of extension may not fail."

"Either the post of V.A. should be filled by the senior extension officers or if the Government wants the Rajasthan Administrative Services as V.A., then the appointment should be for not less than 10 years."

3. LIVING AND WORKING CONDITIONS

Nearly 71% of the A.E.O.s expressed dissatisfaction with their present living conditions. Of those who showed dissatisfaction, a number of certain suggestions were made for improvement.

Table - A.E.O. - 8
Suggestions for improvement of Living Condition

	Suggestions	f	%
1.	Accommodation (proper sanitation, furnished)	21	56.7
2.	Arrangement for consumer items	2	5.4
3.	Water facilities	3	8.2

Suggestions	f	%
4. Medical facilities or allowances	4	10.8
5. Education arrangements for children (technical and non-technical)	4	10.8
6. Loans (for children's higher education; marriages)	1	2.7
7. Electricity	2	5.4
TOTAL -	37	100.0

Additional comments given by theofficers are as follows:

> "The government should be responsible for making available those items which are consumed daily when I am on tour, there is none to bring vegetables to my family."
>
> "In most areas in which the A.E.Os are posted, the children do not have good chances for higher education due to limited financial resources."
>
> "There is a shortage of living accommodation facilities in most of the blocks. All of the fourth class workers are at the residence of the Vikas Adhikari. Not a single person helps the A.E.O. because the peons are under the control of the V.A. and they do not care for the A.E.O. Even in my block some times the water quenching my thirst has to be lifted by me from the water room. They don't care."

Forty-three of the officers, i.e. 71% said that if the living conditions were improved they would consider remaining as an extension officer for 10 or more years.

Forty-five (73.8%) of the officers said that they were dissatisfied with the present working conditions. However, 67% of the respondents said that if working conditions were improved, they would consider remaining an A.E.O. for 10 or more years.

Among those who felt that working conditions were unsatisfactory, the following suggestions were made.

Table - A.E.O. - 9

Suggestions for the Improvement of Working Conditions

	Remark	f	%
1.	Conveyance (Jeep, Motor-cycle or loans)	25	18.1
2.	Pay scale increase	22	16.1
3.	Staff: a) peon, cook; b) field, agriculture clerk)	29	21.2
4.	Allowances (hard duty, rural, as per Alvin report)	9	6.6
5.	Cooperation and coordination (from non-officials, V.A.)	8	5.7
6.	Minimize official and paper load (more practical work)	8	5.7
7.	More power be given to carry out our work (including control of subordinate staff, implementing scheme)	8	5.7
8.	Less interference (political)	6	4.4
9.	Materials and equipment for extension work (demonstration equipment, mobile unit, laboratory facilities)	6	4.4
10.	Transfer the administrative powers over the V.L.W. to the A.E.O. instead of the V.A.	4	2.8
11.	Accommodation for touring	4	2.8
12.	Better chances of promotion	4	2.8
13.	Office accommodation	3	2.2
14.	Telephone	2	1.5
	TOTAL -	137	100.0

Suggestions for improvement that were mentioned once only included:

"Sanctioning and recovery powers should be given for agriculture loans";

"There should be no compulsion for touring";

"Two A.E.O.s should be posted in one block";

"There should be facilities for training, leave, payment of T.A. bills and technical guidance";

"Thepost of A.E.O. should be gazetted";

"Permission should be given to stay in rest houses";

"More V.L.W.s should be working in a block";

"Working areas should be smaller and there should be a clear demarcation of rules between officials and non-officials".

Additional comments included:

"The V.A. should be promoted from among the extension officers so that he may realize the difficulties of the extension officers in making tours."

"The services of the A.E.O. is not fully utilized under the subordination of the non-technical V.A.s. Hence all technical suggestions are disapproved by him. We are harassed many times. If it is desired that there should be more emphasis in agriculture production, then the job of the A.E.O. should be independent and under the direct guidance of the District Agriculture Officer."

"Sometimes very important work, from the agriculturist point of view, is neglected in want of a technical and administrative head. Agricultural commodities etc. often fail to be distributed for want of a vehicle. The jeep in the Block is least used by the agriculture extension officer."

"Because the V.A.s often pass their time on deputation for two years of so in the block, they do not take interest in extension work."

"I am not vested with enough power to execute the agriculture scheme independently."

"The extension worker's team regarding agriculture should be separate from the Panchayat Samities. At the block level, the A.E.O. should be the controlling officer for all of the agriculture workers."

"Technical personnel should not be responsible to non-technical persons."

4. INFORMATION RELATING TO CONTINUING EDUCATION

Each training course faces the problems of time and personnel. For these reasons, a course may not be able to cover as much as would be desired. Each of the respondents was asked to name the subject or topics which they would like to see covered for the first time or to a greater depth in a training course such that his performance as an extension officer would be improved. The suggestions which were given are summarized as follows:

Table - A.E.O. - 10

Topics for training programmes suggested by the A.E.O.s

Topics	f	%
1. Practical work (observation; visits including other states; contact with cultivators)	15	17.9
2. Plant protection and seeds (horticulture)	14	16.6
3. Extension and Development (methods; field problem; techniques in foreign countries; classes for farmers)	10	11.8
4. Agronomy (soil conservation)	9	10.5
5, Agriculture Chemistry and fertilizers	6	7.0
6. Agriculture impliments	6	7.0
7. Farm management and farm planning	4	4.7
8. Psychology (extension and rural; adjusting to local groups; understanding the farmer)	4	4.7
9. Coordinating and correlating the work of other extension personnel	3	3.5
10. Pathology	3	3.5
11. Entomology	3	3.5
12. Further education opportunities (specialization; diploma, or certificate towards M.Sc. Ag.(Agronomy); M.Sc. Ag. (engineering)	3	3.5
13. Accounts and Administration	3	3.5
14. Agriculture techniques and operation	2	2.3
TOTAL -	84	100.0

Some of the topics which were referred to once only included: Social Sciences; Water-use management; Rural Social Service and Programmes; Research; Rural Sociology; Economics.

"Field Training should take us to various parts of the state. Classroom lectures are less required. Training for touring should be given."

"Training should include experiences with: a farm manager; an agriculture extension officer; a progressive farmer; a district agricultural officer."

The officers were asked if they would be willing to attend a special course for extensionworkers offered by the university of Rajasthan. Ninety-eight percent of the respondents answered in the affirmative. Many of them expected some special increments or privileges while attending such a course. These include: "the training should be on duty with special training allowance (27 responses);" "Lodging and boarding should be provided (3 responses)"; "increments or allowance after completing the course (4 responses)"; "promotions" (5 responses) ; "books should be supplied" (one response). Fifteen of the officers stated that they would not expect any special increment or privileges.

One officer commented: "The course should add to our qualification. During the training period, full salary plus some monetary benefit should be given to meet extra expenditure. After completing the course some increment should be given as well as appropriate facilities for carrying out our work."

Since the main purpose for this study was to identify the ways in which the university of Rajasthan is able to assist the extension officers educationally, each officer was asked to name three ways in which a fully equipped university could help them with their continuing education. The following suggestions were given:

Table - A.E.O. - 11

Ways in which the University of Rajasthan can assist the A.E.O.s.

	Remark	f	%
1.	Organizing courses (tours, follow up programmes; practicals and demonstration)	33	30.9
2.	Supply of material and literature (by post; mobile library)	12	11.2
3.	Publishing literature (Journal; News-letter)	11	10.3
4.	Offering correspondence studies (B.Sc.Ag)	9	8.4
5.	Higher Education (M.Sc. Ag)	9	8.4
6.	Research (carrying out and reporting; field problems; research journal)	8	7.5
7.	Guidence (helping to solve our problems ex. with local people, field problems etc.)	7	6.5
8.	Extension (methods; training)	5	4.7
9.	Scholarships	5	4.7
10.	Informing us of latest developments (technical knowledge; research)	4	3.7
11.	Audio-visual services	4	3.7
	TOTAL -	107	100.0

Some of the responses given once by the officers included: direct contact with field staff; permission to attend privately university examinations; conducting radio programmes.

Other comments included: "Monthly theory examinations may be given by post and afterwards separate classes may be given for practicals."

"After five years of work, study leave should be granted. Seats should be reserved and permission should be given to appear as private candidates. Facilities similar to those provided to regular students should be made available."

The questionaire pointed out to the officers that the Univeesity of Rajasthan, in cooperation with other institutions, is considering printing a monthly newsletter, for extension workers. All of those who responded to the question (84%) showed an interest in receiving the newsletter. The topics which they said would be of interest to them were:

Table - A.E.O. - 12

Topics for an extension newsletter suggested by the A.E.O.s

	Topics	f	%
1.	Agriculture (water logging, improved seeds mechanization, crops, vegetables, irrigations, insecticides, cultivation, up-to-date research, problems, practices in foreign countries)	34	60.6
2.	Extension (weak points, difficulties, methods, communication of ideas)	12	21.4
3.	Psychology (of extension, rural psychology, ways of handling cultivators)	2	3.6
4.	Soil (conservation, fertility)	2	3.6
5.	Orchards	2	3.6
6.	Experiences and articles of field personnel	2	3.6
7.	Science	1	1.8
8.	Audio-visual aids	1	1.8
	TOTAL -	56	100.0

The last question. invited the officers to make any additional comments. Most of the respondents did give some suggestions or expressed some opinion.

> "It would be very helpful if an annual meeting could be held at which the following would attend: extension workers, village level workers, progressive farmers, agricultural extension officers and teaching staff of the agriculture university."

"Good workers should be given the chance of promotion: prizes, certificates and special increments should be offered."

"Quarterly or annually, progress evaluation should take place - comparing with the prepared plan and helping to formulate further plans. This will create enthusiasm amongst the workers."

"There should be extension exchange service programmes within and outside of the country just like youth exchange programmes. More extension workers should be sent annually for orientation training courses."

"Each Panchayat Samiti should be provided with its own form where the agriculture extension officers can work at their own will."

"The University should provide all possible facilities to those personswho desire further training and higher education."

"According to the rules, the Department is able to confirm the agriculture extension officer's position in 3 years and to promote him in 7 years. However, so far, these rules have not been applied."

"An A.E.O., at his own request, should be sent for higher studies after a period of 3 years in lieu of 5 years. During this period of study the candidate should be given 1/2 of his pay as a grant and 1/2 of it on loan with the latter being optional."

"I have not received my annual increment since 1959. I do not know the reason for this. Can you please help."

"An overall change must come in agriculture policy. The village level worker should do nothing but agriculture work and he should be under the supervision of the A.E.O."

End of Part IV

PART V - COLLECTORS

The Collectors in each of the 26 districts in the State of Rajasthanwere sent questionaires. Seven (26.9%) completed questionaires were returned to the University. Unlike the questionaires sent to the block development officers and extension officers (discussed under Part I, II, III and IV of this Report), the collectors were not asked to give information about themselves but were asked to give their opinions about the Panchayati Raj extension personnel.

The reactions given by the seven collectors is summarized under three headings:

1) Information regarding the Block Development Officers.
2) Information regarding Extension Officers.
3) General Information.

A. Information Regarding the Block Development Officers

The collectors were asked to give their opinions regarding the subject-matter or formal education background for the B.D.O.s in order to best prepare them for their work. All of the respondents felt that the B.D.O. should be a graduate in either Arts, Science or Agriculture. Seventy-one percent of the respondents (5 responses) think that a B.D.O. should have a background in the social sciences (Sociology; Economics). Additional comments include:

> "The present system of recruiting graduates for the post of B.D.O. is good. No extension officer, except the Social Education Officer, should be made a B.D.O."

> "Education up to the B.A., B.Sc., or B.Sc.Ag. level is absolutely essential for the appointment of a B.D.O. This qualification is necessary for a broad outlook to work in the development field."

When asked what special training the B.D.O. should receive to prepare himself for his work, the following replies were given .

Table - C - 1

Special Topics for the Training of a B.D.O.

	Subject	f	%
1.	Training in General Administration (Planning & accounts; Technical knowledge in subjects administered by the blocks;)	2	25.0
2.	Personnel management; local government	1	12.5
3.	Field Training (attach to the new B.D.O. block or district officers; training in Agriculture; Extension methods; Animal Husbandry; Community Development)	4	50.0
4.	Orientation Training outside of the State.	1	12.5
	TOTAL -	*8	100.0

* Some of the officers gave more than one comment, hence the number of responses is larger than the actual number of respondents. The % column therefore represents the % of the total responses and not the total number of respondents.

Additional comments:

"Prior to being appointed as a B.D.O., it is necessary that he should be trained in the field for a period of at least 6 months so that he is able to inculcate in the field workers and the people with whom he has to work a feeling of accelerating the production programme; to bring a change in their economic status; and to prepare them to win the un-ending war against poverty, ignorance and disease."

"The B.D.O. should undergo a practical training (just as V.L.W.s, Patwaris, Secretaries of Village Panchayats) for 1½ months each; training with each Extension Officer for 15 days each; training with a B.D.O. for 2 months."

The questionaire asked the collectors whether they agreed with the present policy of replacing and reassigning B.D.O.s every three or four years. Forty-three percent said

"Yes". According to this % of respondents, the reasons justifying frequent assignments were:

> "It relieves the monotony and enlarges the field of experience, thus preventing officers from getting into a rut."
>
> "It prevents stagnation and political alignment of the B.D.O. In some cases it boosts up morale. The replacing should not be frequent but well spaced."
>
> "A period longer than 5 years would bring a lull in the programme because the Development Officer working as B.D.O. would get too much mixed up with his workers and would not be able to exercise the powers of a Captain of the team. The new blood that would be ushered in would be able to take up the thread left by his predecessor and infuse new life and give new ideas to the team of workers with which he would be attached."

Fifty-seven percent of the collectors did not agree that B.D.O.s should be frequently replaced and reassigned. Of this group, the collectors were asked whether they thought the position of B.D.O. should become a long term professional one assuming that salary and special increments continued to increase proportionately to years of service. Forty-three percent gave an affirmative response.

The respondents who still said "No" (57%) made alternative suggestions:

> "The term of the B.D.O. should be five years during a particular plan period. This term will not make him a professional."
>
> "Transfer of B.D.O.s should not be before 5 years or later than 10 years. Adequate training should be provided before the posting. During tenure there should be refresher courses."

Twenty-nine percent of the collectors favoured the creation of a separate cadre for the post of B.D.O. while 71% (5 responses) were against this.

One of the questions on the questionaire pointed out that each training course faces the problem of time and staff. For these reasons, the course may not always be able to cover as much as would be desired. Each collector was asked to suggest some subject or topics to be covered for the first time or to a greater depth in a course such that the performance of their B.D.O.s would be improved. The suggestions made are given below.

Table - C - 2

Subjects or Topics to be included in Training Courses for the B.D.O.s

	Suggestions	f	%
1.	Personnel Management (Fiscal, Financial, Programme Planning and Office Procedure)	4	25.0
2.	Rural Development (with emphasis on Agriculture, Animal Husbandry, Cooperation, Cottage and Small Scale Industry	6	37.6
3.	Selected Socio-Economic Studies	3	18.7
4.	Theory of Planning; Community Development; Extension Methods	3	18.7
	TOTAL -	16	100.0

"By creating a separate cadre for B.D.O.s, their training will not be always as that of a general administrator as the case with R.A.S. but of a professional type to be fitted in the context of the present policy of the Government in Panchayati Raj."

The institutions or agencies thought to be best qualified to impart this training are summarized in table C-3.

Table - C - 3

Institutions Thought To Be Best Qualified To Impart Training To The B.D.O.s

	Institutions	f	%
1.	A special wing of the State Officers' Training School.	3	33.3
2.	Orientation and Study Centre	3	33.3
3.	Specialized Institute with experienced staff, staffed by the State.	2	22.3
4.	Separate Colleges	1	11.1
	TOTAL -	9	100.0

When asked what three ways a fully equipped university can help the B.D.O.s with their continuing education, the Collectors gave the following replys.

Table - C - 4

The Ways suggested by the Collectors in which a University can assist the B.D.O.s with their continuing education.

Suggestions	f	%
1. Editing a Journal and literature which will be of practical value	2	14.3
2. Undertaking Field Surveys; research and case studies	4	28.4
3. Organising seminars; discussion groups; refresher training	3	21.5
4. Teaching of specific subjects (Cooperation; Panchayati Raj; Extension methods; Agriculture)	2	14.3
5. Psychology (working with others)	1	7.2
6. Teaching nationalism and building up character	1	7.2
7. Providing library facilities	1	7.2
TOTAL -	14	100.0

"The University may select 5 Blocks, one in each former administrative Division, and may study the working thereof by deputing the special staff for a period of 4 to 6 months each. This staff should study the reasons of frictions, failures, mal-practices etc., if any, and also note down good points there. After studying these factors, this team should make suggestions for improving the same to the Government. The Government should send the study report to each block and may frame or amend rules in the light of that study as it deems fit. Reasons for non-acceptance of the suggestions should be intimated to the University and the legislature."

Assuming that all B.D.O.s had to serve for not less than ten years, as a B.D.O., the respondents were asked to name the increment and/or privileges they felt the B.D.O. should receive.

Table - C - 5

Increments and/or privileges the Collectors feel the B.D.O.s should receive if the B.D.O.s remain in this position for 10 years.

Increment and/or privileges	f	%
1. Special pay (Rs. 100/- p.m. based on his performance)	4	30.8
2. No extra increments and/or privileges	3	23.0
3. Opportunities for advanced studies	1	7.7
4. Letter of appreciation from the State Government	1	7.7
5. Posting should be matched with his performance	1	7.7
6. Privilege for education of his children	1	7.7
7. Permit him to become eligible for I.A.S. in promotion quota	1	7.7.
8. Rent free house	1	7.7

II. INFORMATION REGARDING EXTENSION OFFICERS

Fifty-seven percent of the respondents felt that Extension Officers should be trained in subject-matter areas other than their subject matter speciality. The topics suggested by this group of Collectors are listed below.

Table - C - 6

Topics suggested for Extension Officers other than their subject-matter speciality.

Subject	f	%
1. Social Education & Cooperation	3	33.3
2. Agriculture	2	22.3
3. Animal Husbandry	1	11.1
4. General Knowledge and office procedure	1	11.1
5. Planning and Administration(organisational efficiency; group dynamics; personnel management and motivation)	1	11.1
6. Lessons in First Aid	1	11.1
Total -	9	100.0

The Collectors were asked to suggest some topics which they would like to see covered for the first time or to a greater depth in a course such that the performance of the extension officer will be improved. The suggestions are summarized in Table C-7.

Table - C - 7

Topics suggested by the Collectors which would help improve the performance of the Extension Officers

	Topics	f	%
1.	Social education	2	28.5
2.	Planning (organization efficiency; group dynamics; personnel management)	1	14.3
3.	Extension methods	1	14.3
4.	Public health	1	14.3
5.	Forestry	1	14.3
6.	Tour of foreign countries and study of progress of extension	1	14.3
		7	100.0

Additional comments were also given.

"He should be imparted training in other spheres in order to make him a multipurpose officer, e.g. an E.E.O. should be given training in cooperation and an A.E.O. should be given training in Animal Husbandry."

"Each E.O. should have atleast 3 months training as a V.L.W.; 1½ months as revenue Patwari; 2 months as Secretary to the village Panchayats; 3 months theoretical training in their subjects. In addition, office procedures in the Panchayat Samiti and accounting will be necessary."

When asked what agencies or institutions would be best qualified to give training to improve the performance of the Extension Officer, the following institutions were suggested.

Table - C - 8

Agencies or institutions suggested by the Collectors that would be best qualified to impart training to the extension officers.

Institutions	f	%
1. University Departments or a special agency of the university (Sociology and Public Administration)	3	42.8
2. Orientation and Study Centre	3	42.8
3. Specialize wing of the Officers' Training School.	1	14.4
TOTAL -	7	100.0

The respondents were asked in what three ways they thought a fully equipped university could help the Extension Officers with their continuing education. The suggestions made by the collectors are listed below:

Table - C - 9

Ways in which a University can help Extension Officers with their Continuing Education.

Responses	f	%
1. Organising periodical training programmes (Refresher Courses)	3	21.4
2. Disseminating information (through Journals)	4	28.6
3. Case studies (the results to be circulated to all the blocks)	3	21.4
4. Undertaking Research	2	14.3
5. Organising Courses (topics suggested were Cooperation; Panchayati Raj; Extension methods; Agriculture; art of dealing with other people; nationalism etc.)	2	14.3
TOTAL -	14	100.0

III. GENERAL

Seventy-one percentage of the Collectors felt that primary school teachers can be used in Extension work apart from Literacy teaching.

The primary teacher, as suggested by the collectors, can prepare a village plan for civic education, youth movement and people's participation in the development activities of the village. Other comments were:

> "A primary school teacher lives in the area all the time. He is the best man to get in touch and have contacts with the heads of the families residing in his circle. He can take in hand adult education and could be a real philosopher and guide to the people in his area. He should be given a short training regarding Social Education before being posted as a teacher. This would go a long way in giving a boost to the programme. Apart from this, some short training in co-operation would also prove useful and fruitful. Short training in family planning is also recommended."
>
> "The teacher should do nothing else except Adult Education apart from regular teaching. Since a sense of service and duty has been dwindelling, it would be necessary to inculcate fear of punishment and incentive of reward. The entire village where the school is situated should be divided amongst the strength of teachers posted there and it should be made clear that all adults living in those areas should be made literate to a prescribed standard in that education session failing which the teachers grade increments will be stopped. If the teacher achieves the target then a cash award should be given."

When asked what type of training should be given to the teachers in preparing t em for extension work, most of them felt that they should be given training so that they may be able to prepare village plans, programmes for civic education and youth movements. One of the Collectors suggested that, "the teacher should be given elementary training in Agriculture, Horticulture and first aid so that he can be of better service to the village people."

The questionaire pointed out to the collectors that the University of Rajasthan, in cooperation with other institutions, is considering printing a monthly newsletter for extension workers. The collectors were asked to suggest topics for the newsletter which they thought would be of interest to the extension personnel.

Table - C - 10

Topics which the collectors considered suitable for a newsletter for extension workers.

Topics	f	%
1. Programmes connected with rural administration and development activities.	4	36.3
2. Special problems relating to agriculture and allied subjects.	2	18.2
3. Details of problems and their solutions (include personal stories of workers)	2	18.2
4. The new ideas prevalent in foreign countries	1	9.1
5. Matters relating to welfare of extension workers	1	9.1
6. Social psychology	1	9.1
TOTAL -	11	100.0

"All topics that are useful for the development of the Village Society in Social, Cultural and financial matters should be discussed."

"The monthly newsletter should contain talking points for the E.O.s so that they could on these points talk to the villagers with whom they come in contact. Such news letters should give impressions of successful V.L.W.s and Extension Officers who have worked in the area and who have made the programme a success; re-action of persons involved in the programme; classification of policies adopted for betterment of people in simple language; features of the Five Year Plan in a language that can be understood by the common people in villages; talking points on National integrity that could be explained by E.O.s to the people at large in the area covered by them; field problems and their solutions; plant protection methods etc. etc."

Finally, the collectors were given the opportunity to give any additional comments.

> "The University can substantially help the extension services to have a better appreciation of their assignments. Dissemination of valuable information and providing a forum for the exchange of experiences are also important services which the University can render. The process evolved should, however, be well planned and sustained and not "adhoc'."
>
> "The training provided in the training institutions needs much improvement. Foremost, they should be manned by eminent and learned people who could influence the people in learning and character."
>
> "What is required is clarity of the objectives and sincerity of work for which good officers may be selected as B.D.O.s and if the work suits them they should be allowed to remain in a block for as long as they wish. They should get promotions as B.D.O.s. No unwilling worker should be permitted to work as a B.D.O."
>
> "It is necessary to know 'why'we are doing, not only 'what' we are doing or 'how' to do it, and to create and have faith in it. The University can help a good deal."
>
> "The training of the B.D.O.s and Extension Officers should be such that they may be turned out to be fully equipped workers and devoted to the uplift of the village community."
>
> "The Community Development Programme was introduced in the year 1952 in different shapes. It has gone a long way in bettering the economic condition of the rural population for whom it was meant. It has brought a lot of awakening. In order to inculcate a real life in the people it is absolutely necessary that constant hammering is done so that the momentum does not cool up. A constant effort on the part of the E.O.s and the villagers is necessary to irradicate the social evils that have cropped up in the village society."
>
> "The Vikas Adhikari (B.D.O.) is feeling helpless at present in dealing with the Extension Officers (E.O.s)

and even other staff because the power of punishment is not with him so far as E.O.s are concerned and his power of punishment on other staff (excepting Class IV servants) is very much limited. In my opinion regarding extension officers, the V.A.s should have the power of stopping two grade increments. On other staff, all powers should be given to the B.D.O. except major punishments. His order as regards E.O.s and others should be appealable to the District Development Officer (i.e. the Collector) and then to the Government as usual. The Collector, while deciding the appeal, should consult the concerning District Level Officer in case of E.O.s. The D.L.O.s should continue to have the power of punishment as at present for E.O.s. The elected body should have nothing to do so far as punishments are concerned. The E.O.s are feeling free at present because the D.L.O.s feel that the B.D.O. is looking after them, the B.D.O. feels that he has no power over them."

End of Part V

PART VI - IMPLICATIONS FOR CONTINUING EDUCATION

In planning educational programmes for adults, it is helpful, sometimes essential, to have a variety of information about the learner. This information may not, or need not, always be useful directly. That is, it may not necessarily be incorporated into the syllabus. Such factors can, in many cases, assist the educator in determining the method of presentation which he might use. Perhaps all too often, training programmes are more concerned with the imparting of subject matter and less with the creating of favourable attitudes towards learning. Many adults who come into the classroom already have a good grounding in subject-matter. The educator's job may not be to add to the facts that have already been accumulated but to help the adult reconstruct what he already knows. That is, to put it into a more meaningful perspective.

Socio-economic information about the learner often is closely related to participation. The age of the person is frequently correlated with ones aspirations and willingness to learn and to specialize, especially in relation to ones occupation. Providing a man sees the possibilities of occupational improvement, the younger the man the greater the chances are, generally speaking, that he will want to learn more. The marital status of the learner, the number of children he has, and other such personal information is of importance to the educator of adults.

The majority of the respondents to this particular Panchayati Raj Survey have attended the University of Rajasthan or its affiliated colleges, thus they already have an image of this institution. What kind of an image is it? This too may affect their renewed affiliation with the University.

It is obvious that prior to teaching an adult class, one should have such information as the level of education of the participant and the year in which formal or full-time education was completed, especially as this may indicate the concepts possessed by the individual. Knowing the number of years an individual has worked and wishes to work, as an officer, may also serve as guidelines to the educator. Can one say that the longer one wishes to remain an extension officer the greater will be his desire to become more proficient in extension work?

Teaching is a two-way process. This is particularly true when the student is a mature adult. Such a person has a great deal to offer in the classroom and his contribution can be maximized best by knowing something about him as an individual.

How does the development officer feel about the work he is doing? about the place where he is living? about the University? To get the answer to these questions means to talk with the officer, observe him, and work with him. A few Departments of the University of Rajasthan are already making some attempts at doing this. There is some indication from the present Survey that a favourable attitude exists among some of the officers to have the University extend its relationship with those working in the field. There are, of course, many things that the University cannot do to make the lot of the officer a happier one. One step which the University may take toward formulating a contribution or plan of action is to understand the difficulties of the field worker. Such understanding has the tendency of keeping the material and teaching methods on the level preferred by the student and with the case of the extension officer this must emphatically be a practical one.

The purpose of the Survey was not to emphasize the discontentment and weaknesses of the development movement in Rajasthan. On the contrary, an optimistic note is struck.

The limitations of the questionaire are numerous and should, of course, be kept in mind when interpreting the findings. Certainly one must not put too much emphasis on the number of responses which were given to a particular statement, except in those cases where there is an obvious consistency. For the purpose of the present Survey the technical limitations are not really considered as serious weaknesses. The purpose was to get some programme ideas and to stimulate responses. A remark mentioned once only may be of significance to the educator or to the administrator. Programming and activity ideas are revealed by the responses.

Such information as collected in the Survey reemphasizes that one cannot always assume that extension officers are only interested in learning about a subject-matter that is related solely to their major field of study.

Their interests are broader than that. They also show interest in learning about psychology, sociology, economics and book-keeping to mention only a few, always with a down-to-earth emphasis. It is erroneous on the part of the educator to think that making a practical application of the theoretical is a degrading process.

A recent paper writtenby Dr. Iqbal Narain, University of Rajasthan, says that "the challenge to Panchayati Raj is essentially psychological and its long term and sound remedies are basically educational... training programmes need to cater to attitudes."*

Many of the officers within the Panchayati Raj seem to feel that the University, as an educational institution can assist them in some small way to raise the individual and the system to greater heights. Specifically speaking: What can the University do? What is it best capable of doing? Will it take up the challenge?

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* Iqbal Narain, "Developmental Administration Under Panchayati Raj", (A paper given at the Seminar on Cooperation and Planning, University of Rajasthan, January 27 to February 5, 1966.)